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ABSTRACT

The report evaluates the Australian Second Language Learning Program, intended to promote introduction and expansion of second language learning in Australian elementary and secondary schools. The assessment was conducted after 2 years of the 4-year program development phase. The report consists of an executive summary and three main parts, consisting of: (1) detailed explanations of recommendations and matters for further consideration; (2) the status of component national projects; and (3) the status of component local projects. About one-fifth of the funding is allocated to projects of national significance in declared priority areas (general non-English language education, sign language curriculum development, distance language teaching, senior secondary level language instruction, language teacher professional development, research on bilingualism) and the remainder to school systems according to enrollment rates and in the context of the overall national plan. In addition to promoting and improving language instruction in general, the program was intended to raise language enrollments to levels of the 1960s, develop bilingual education programs, and ensure consistency of curriculum. The program is seen as successful and operating in a supportive environment, especially for general instructional expansion and improvement. Progress toward bilingual education programs is seen as slow. Statistical data and specific recommendations are included in the text of the report. (MSE)

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AUSTRALIAN ADVISORY COUNCIL ON LANGUAGES AND MULTICULTURAL EDUCATION

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NUMBER 4

A REVIEW OF THE AUSTRALIAN SECOND LANGUAGE LEARNING PROGRAM

MOSS DIXON

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March 1990

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A REVIEW OF THE

AUSTRALIAN SECOND LANGUAGE LEARNING PROGRAM

A Report Prepared for the Languages Policy and Asian Studies Branch, Department of Employment, Education and Training.

MARCH 1990

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List of Abbreviations

List of Abbreviations Used in The Report

AACLAME	Australian Advisory Committee on Languages and Multicultural Education
AEC	Australian Education Council
AIS	Association of Independent Schools
ALL Project	The Australian Language Levels Project
ASLLP	The Australian Secondary Language Learning Program
ASC	The Asian Studies Council
AUSLAN	Australian Sign Language
CAE	College of Advanced Education
CDC	Curriculum Development Centre
CEO	Catholic Education Office
Chinese	Modern Standard (Mandarin) Chinese
ESL	English as a Second Language
DEaL	Distance Education and Language Project
DEET	Department of Employment, Education and Training
ELIC	Early Literacy Inservice Course
LIPT	Language Inservice Program for Teachers (SA)
LOTE	Languages Other than English
NAFLaSSL	National Assessment Framework for Languages at Senior Secondary Level
NPL	National Policy on Languages
SAIL	South Australian Institute of Languages
SSABSA	Senior Secondary Assessment Board of South Australia
VCAB	Victorian Curriculum and Assessment Board
VCE	Victorian Certificate of Education

Introduction

Introduction

This review of the Australian Second Language Learning Program (ASLLP) was conducted by two consultants working on a half-time basis during the period between 10 January 1990 and 30 March 1990.

The purpose of the review was to identify necessary or desirable adjustments to on-going national-level and system-level activities under ASLLP and to consider whether those adjustments warrant additional funding in 1991 and possible further funding from 1992. The reviewers did not attempt to evaluate the hundreds of individual projects supported by ASLLP funding, but simply to document the range and nature of those projects in order to analyze the impact of ASLLP across education systems and across the country.

The processes adopted in carrying out the review consisted of the following:

- A briefing by personnel in the Language Policy Section of the Department of Employment, Education and Training Central Office.

- A study of documents connected with the administration of the program, media releases, accountability statements and relevant reports involving second language learning and teaching.

- Examination of materials supplied by education systems and grantees including submissions and relevant documents produced by the program and resulting evaluative material.

- Interviews with the Chairman of AACLAME and personnel in the Languages Policy Section and Asian Studies Council administration.

- Visits to States/Territories personnel in Government, Non-Government - Catholic, Non-Government - Non-Catholic sectors and personnel involved with national projects.

- Roundtable discussions with inter-systemic groups in States/Territories.

- Visits to some schools implementing programs funded by ASLLP at the invitation of systems officers and accompanied by personnel involved in the administration of the program.

- Attendance at a national consultation on the professional development of teachers based on the Second Language Teacher Professional Development Project funded by ASLLP and held at the Australian National University, Canberra on 26 February, 1990.

The reviewers were assisted in their task by personnel from Commonwealth, state and territory education agencies, both governmental and non-governmental, from across Australia, and would like to thank the many individuals involved for their enthusiasm and co-operation. The role of the South Australian Institute of Technology in providing a secretariat for the review and of Mr. Bob McNamara and the staff of the Brisbane office of DEET are gratefully acknowledged. The reviewers would also particularly like to thank Mrs. Grazia De Palma for her contribution to the preparation of the final report.

M. DIXON
BRISBANE
March 1990

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Executive Summary

Executive Summary

The Australian Second Language Learning Program (ASLLP), one of the main components of Australia's National Policy on Languages (NPL) is intended to promote the introduction or expansion of second language learning at primary and secondary levels in government and non-government schools.

Although only a little over half of the four year seeding program has been completed, achievements are encouraging. The range of initiatives funded is extremely diverse, with many of them having immediate impact at school level, and there is consensus in the field that both the NPL and ASLLP have made a major contribution to raising the profile of LOTE learning in Australian schools. Some of the achievements can be seen in statistics supplied by systems, which show an increase in the number of classes conducted, the number of languages taught and the number of students learning a second language. Other achievements are less easily measured and can be seen only in the attitudes of teachers and students, which indicate a lift in morale and infectious enthusiasm.

ASLLP is currently a four-year seeding program with the following allocations:

1988	**1989**	**1990**	**1991**
$3.9 million	$7.7 million	$7.7 million	$3.9 million

The funds available each year have so far been allocated in the following way:

National Element

20% Projects of national significance in declared priority areas, handled by public advertisement and direct commissioning of projects.

General Element

80% Allocated to schools systems in line with school enrolments and in accordance with guidelines which relate to a coherent national plan.

The specific objectives of ASLLP are to:

- promote the growth of a study of a wide range of languages appropriate to Australia's social, economic and cultural needs;
- return Year 12 language matriculation levels (by 1998) at least to those of the late 1960's;
- improve the quality of second language programs;
- develop bilingual education programs, both as mother tongue maintenance and second language immersion programs;
- ensure optimum commonality of curriculum framework, syllabus design, assessment and teaching methodology within the one language and across languages, as well as of teacher training practices.

Details of National and General Element projects funded in each state and territory government and non-government (Catholic and non-Catholic) education system can be found in the text, together with an overview of the impact of ASLLP to date in each state and territory. A funding summary in tabular form follows in order to provide an overview of the program.

NATIONAL ELEMENT GRANTS

	1988	**1989**
ALL Project (S.A. Dept. of Education)	$106,000	$280,000
National Assessment at Senior Secondary Level Framework for Languages (SSABSA)	$73,000	$182,500
AUSLAN Curriculum Project (VCAB)	$21,000	$59,000
Professional Development of LOTE Teachers		$543,547
Language Teaching in the Distance Education Mode		$362,702
Research Studies in Bilingualism		$10,500
TOTAL	**$200,000**	**$1,438,309**

GENERAL ELEMENT GRANTS

GOVERNMENT SECTOR

	1987/88	1988/89	1990
New South Wales	$904,000	$1,527,000	$1,527,000
Victoria	$645,000	$1,089,000	$1,089,000
Queensland	$454,000	$767,000	$767,000
Western Australia	$254,000	$429,000	$429,000
South Australia	$229,000	$387,000	$387,00
Tasmania	$87,000	$147,000	$147,000
Northern Territory	$54,000	$91,000	$91,000
Australian Capital Territory	$59,000	$100,000	$100,000
TOTALS	**$2,686,000**	**$4,537,000**	**$4,537,000**

NON-GOVERNMENT (CATHOLIC)

	1987/88	1988/89	1990
New South Wales	$256,000	$432,000	$423,000
Victoria	$212,000	$358,000	$358,000
Queensland	$104,000	$176,000	$176,000
Western Australia	$54,000	$91,000	$91,000
South Australia	$40,000	$68,000	$68,000
Tasmania	$15,000	$25,000	$25,000
Northern Territory	$8,000	$14,000	$14,000
Australian Capital Territory	$23,000	$39,000	$39,000
TOTALS	**$712,000**	**$1,203,000**	**$1,203,000**

NON-GOVERNMENT (NON-CATHOLIC)

	1987/88	1988/89	1990
New South Wales	$74,000	$125,000	$125,000
Victoria	$92,000	$155,000	$155,000
Queensland	$40,000	$68,000	$68,000
Western Australia	$23,000	$39,000	$39,000
South Australia	$26,000	$44,000	$44,000
Tasmania	$8,000	$14,000	$14,000
Northern Territory	$2,000	$3,000	$3,000
Australian Capital Territory	$7,000	$12,000	$12,000
TOTALS	**$272,000**	**$460,000**	**$460,000**

The achievements of the program to date in terms of several of the stated objectives are considerable and easily observed. There has been a marked increase in the number of second language classes being conducted in government and non-government schools, primary and secondary, in many parts of Australia since the introduction of ASLLP and the range of languages has widened. The quality of programs is reported also to have increased generally. However, the seeding nature of the program almost inevitably has produced projects of varying quality, and imbalances between primary and secondary programs and between European and Asian languages, many of which can be explained in terms of history and tradition.

As a seeding program, ASLLP fell on fertile ground prepared by social, economic and cultural events well publicized by the media. All achievement in the language learning and teaching field cannot, therefore, be attributed to the program. However, it is reasonable to assume that much of the gain in LOTE learning has resulted from ASLLP when the highly positive attitudes and enthusiasm of personnel involved in funded projects are observed.

Progress towards other objectives is more difficult to observe. Bilingual programs are increasing in number, but in most states progress is slow and the road rather bumpy. Continuity from one level of education to another presents some difficulty, related particularly to problems of teacher supply, while cluster programs provide promise of future solutions. Commonality of curriculum frameworks, syllabus design and assessment and teaching methodology is being improved through use of the *ALL Guidelines* and in-service support in spite of difficulties in obtaining the materials in some systems and a surprising ignorance of the ALL achievements in some others. There is obviously a need for more work in this area and for co-ordination among the various providers of resources in the LOTE field.

The objective relating to matriculation levels is long-term and no effort has been made to assess the extent to which it may be achieved, although a number of projects, including the National Assessment Framework, address the issue indirectly.

The Review Report contains recommendations related to ASLLP as a whole as well as to some individual projects. It also highlights a number of matters which should be taken into consideration in future funding decisions. There is a real risk that the impetus gained under ASLLP will quickly be dissipated if funding ceases in 1991 and the recommendations have been formulated in response to a widespread concern in this area. In a number of instances, important initiatives, including some National level projects, have had insufficient time to achieve their aims and will collapse if funding is withdrawn. The

recommendations also deal with the need to disseminate effectively exemplary practices and materials resulting from ASLLP, with the need for quick action in the provision of teacher in-service and retraining. A number of administrative and policy matters are recommended for consideration in the preparation of a strategic plan for Stage Two of ASLLP.

The fact that strategic plans for LOTE are being prepared by a number of systems, some as a direct result of ASLLP funding, and that significant curriculum papers are now stipulating minimum requirements in the time students should be exposed to second language learning augurs well for the future of LOTE in Australian schools and heightens the need for funds to support initiatives arising from ASLLP.

PART 1

Recommendations and Matters for Consideration

General Recommendations on the ASLLP Program

General Recommendations

Three major areas for action have been identified as a result of the review. These are the continuation of the ASLLP Program, the dissemination of its outcomes and the administration of ASLLP in future.

CONTINUATION OF THE ASLLP PROGRAM

With respect to the continuation of the ASLLP Program, the reviewers recommend that:

RECOMMENDATION 1

the Australian Second Language Learning Program continue for a further period of three years with funding based on the 1989 provision, indexed for inflation.

Rationale:
The program has been very well received and appears to have had a highly positive effect on LOTE teaching across the country. The range of initiatives funded is extremely diverse, with many of them having immediate impact at school level, and there is consensus in the field that ASLLP has made a major contribution to raising the profile of LOTE learning in Australian schools.

Teacher morale has been boosted by the program and expectations in the field of LOTE teaching have been raised in both the school and the wider community.

It is considered that the seeding nature of the program has been an advantage. Systems were aware that funds would be allocated over a discrete period of time and that other sources of funding would be required at the end of that period. However, this period of time is considered by the review team to be of insufficient length for consolidation to occur and, accordingly, an extension with funding at the real value level of 1989 funding is recommended.

RECOMMENDATION 2

expenditure under the General Element of Stage Two of the ASLLP Program be linked to implementation of strategic plans for LOTE produced by systems or associations.

Rationale:
For consolidation of LOTE teaching and learning to occur, it is considered that ASLLP should progress from its present seeding status. Some states and territories have already produced, or are producing, comprehensive strategic planning documents that will assist in maintaining the impetus established by the program and by other political, educational and social events.

Expenditure under the General Element of a Stage Two ASLLP should be linked to implementation of system strategic plans to ensure that the long-term objectives of the program are realized.

RECOMMENDATION 3

expenditure under the National Element of Stage Two of the ASLLP Program be linked to a three-year strategic plan for national developments in LOTE, drawn up with reference to the National Policy on Languages and in consultation with education systems nationally.

Rationale:
Projects funded under the National Element should have the support of education systems throughout the country and be seen as an integral part of a co-ordinated plan for LOTE, consonant with the NPL. It is considered that a strategic plan drawn up in consultation with education systems and made available before the program commences would ensure that links between the National and General elements were maintained and that the National Element projects had the support of the systems.

DISSEMINATION OF OUTCOMES

In order to ensure that the outcomes of the first stage of the ASLLP Program benefit languages teaching in the nation as a whole, the reviewers recommend that:

RECOMMENDATION 4

copies of the ASLLP Review Report be distributed to the education systems and made available as appropriate to other relevant government offices and projects.

Rationale:
System personnel around the country were not, in the main, aware of what activities were being funded by ASLLP in other states/territories and systems. As a result, the reviewers met frequent requests for information to assist systems to share outcomes and engage in cooperative efforts. The comprehensive information about individual projects and contact persons contained in the report would be of

considerable use to personnel in the field. Similarly, it could benefit other agencies and enquiries, for example, the current enquiry into the Teaching of Modern Languages in Higher Education.

RECOMMENDATION 5

an Exemplary Programs and Materials project be established under the National Element.

Rationale:
ASLLP has succeeded, through the innovation encouraged, in producing a number of strategies, processes and materials, in administrative procedures, in groups of schools, in individual schools and classrooms and in the teacher training and development field. To some extent the wheel is being reinvented as successes and outcomes of a project are not available to groups in other systems or even nearby.

The need for dissemination of information, distribution of materials and cross-fertilization of ideas was continually expressed during the review.

RECOMMENDATION 5a

that the project be staffed by two Project Officers with language teaching and curriculum development experience, with secretarial assistance.

RECOMMENDATION 5b

that the project team scrutinize activities funded under ASLLP Stage One, and monitor activities supported under ASLLP Stage Two, in order to: identify and document exemplary programs and materials for language learning and teaching and for professional development; stimulate and support the establishment of teacher networks; and disseminate information obtained.

RECOMMENDATION 5c

that funds be made available to publish and distribute outcomes.

RECOMMENDATION 5d

that the project be hosted in an appropriate institution or system.

Rationale:
Models for the establishment of projects such as this are available from previous endeavors in the curriculum field and projects such as the Maths Curriculum Teaching Project funded through CDC and hosted in the Victorian Ministry of Education could be considered.

It is envisaged that two officers experienced in LOTE teaching and familiar with curriculum development and dissemination practices, supported with secretarial/word processing expertise could staff the proposed project. As the ALL Project is presently concluding, consideration should be given to utilizing the personnel, expertise and resources of the ALL Project team in the Exemplary Programs and Materials Project. Personnel in this team are familiar with the LOTE scene in Australia, are known to many of the system officers who would be consulted and have experience in the type of activity required.

Their duties would be as described, and it is proposed that funds be provided to enable the Project Officers to travel extensively, to develop communication channels, to publish and distribute exemplary outcomes of ASLLP projects and to act as a focal point of the program.

The hosting of the proposed project could well be the responsibility of a central body such as the Curriculum Corporation of Australia or of a state department.

ADMINISTRATION

With respect to the administration of the continuing ASLLP Program, the reviewers recommend that:

RECOMMENDATION 6

a central strategic plan covering the three years of ASLLP Stage Two be produced and made known to systems and associations, with clear time lines established for closing dates of submissions and receipt of funds.

RECOMMENDATION 7

that time lines provide lead times which allow adequate planning by systems and associations.

Rationale:
The officers of all systems contributing to the review made suggestions regarding improving planning through early communication of information, prompt confirmation of funding and longer lead times for implementation of projects. A central strategic plan drawn up and made known in advance is regarded as highly desirable.

RECOMMENDATION 8

that record keeping and accountability procedures be tightened and accountability statements be required to be linked to funded projects and outcomes.

Rationale:
While there is no doubt that ASLLP funds have been applied to fill felt needs in LOTE teaching and learning throughout the country and that, in many instances, funds from other sources have also been used in implementing projects funded mainly from ASLLP, there is a need for accounting that clearly indicates where ASLLP funds are committed, particularly in the larger systems, in order to evaluate their effectiveness and the achievement of ASLLP objectives. Accountability criteria reflecting the actual projects funded would be a step in this direction.

Recommendations On Specific Projects

Recommendations on Specific Projects

The reviewers consider that certain areas of national priority will require continuing support under ASLLP Stage Two. In some cases, this will mean continued funding to enable projects to complete Stage One tasks; in others, it will mean funding for new initiatives.

NAFLaSSL PROJECT

RECOMMENDATION 9

that the NAFLaSSL Project's funding be made up to the level originally requested to enable the planned development of national Year 12 syllabuses in small candidature languages to proceed.

Rationale
Because of an administrative error, the NAFLaSSL Project received less than one third of the funding it had sought for 1990. As a result, plans to develop and make available nationally Year 12 syllabuses and public assessment procedures in 21 small candidature languages cannot go ahead, despite the endorsement of the Chief Executive Officers of all senior secondary assessment authorities in Australia. Additionally, documentation of the project's work to date cannot be completed. Agreement on the production of these national syllabuses represents a unique breakthrough and it would be highly unfortunate if the impetus for cooperation were lost at this stage.

RECOMMENDATION 10

that provision be made for the immediate dissemination of information about the NAFLaSSL project to government and non-government education authorities and to tertiary institutions.

Rationale:
The review of ASLLP has indicated that the aims and intended outcomes of the NAFLaSSL Project are not as well known as they might be among curriculum personnel in government and particularly non-government education authorities, perhaps because of the autonomous status of senior secondary authorities in most states. There is a risk that curriculum policy and practices in the compulsory years of schooling may be developed without reference to a post-compulsory curriculum model which is likely to be adopted in many parts of the country.

It is suggested that in the first instance, representatives of the Australasian Conference of Accreditation and Certification Authorities (ACACA) be invited to report to the AEC and to the Directors of Curriculum on the aims, objectives and implications of the project.

Reinstatement of funding to the project would also enable plans for the production and nation-wide dissemination to schools of a brochure about the project to go ahead.

DEaL PROJECT

RECOMMENDATION 11

that a teleconference of key participants and DEET/AACCLAME officers be held to take stock of developments to date in the Language Teaching in the Distance Education Mode Projects, and that, if this exercise results in the conclusion that further funding should be committed to this area, a clear and agreed three year plan for the project, including clear objectives and a strong national co-ordinating mechanism, form the basis for future funding.

Rationale:
The Language Teaching in the Distance Education Mode Projects were not identified as a national priority until part way through the current ASLLP Program, and as a result, will not have had time to produce the needed outcomes before the current round of funding expires. General Element projects show that distance models such as 'tele-learning clusters' are being set up in a number of states. In the absence of suitable curriculum materials and guidelines, the success of these initiatives is in question.

PROFESSIONAL DEVELOPMENT OF LOTE TEACHERS

RECOMMENDATION 12

that additional National Element funds be provided for teacher development through in-service and re-training activities which complement professional development programs conducted by systems and funded from the General Element of ASLLP.

RECOMMENDATION 13

that these funds be allocated to systems to be spent on contracting or commissioning courses in tertiary institutions devised to meet the needs of state and territory, Catholic and independent schools.

RECOMMENDATION 14

that the establishment of intersystemic, representative planning committees be required in each state/territory in connection with the expenditure of these funds.

Rationale:
There is consensus throughout the country that a major problem in the area of LOTE teaching and learning is that of teacher supply and quality. The number of teachers available with language competence, cultural experience and required teaching skills cannot satisfy the growing demand for the introduction or extension of second language opportunities. A good deal of the General Element funding has been utilized by systems in providing a range of professional development activities tailored to the needs of the individual system or devised by co-operation between systems in a state or territory. It is considered that use of funds in this way should continue.

The review team considers that additional funds should be allocated from the National Element to provide in-service and retraining activities, as distinct from other planned initiatives in the pre-service area, and that these funds should be committed by the employing authorities, as a result of intersystemic planning by the systems and tertiary providers, in order to allay fears in systems personnel concerning appropriateness and value for money of courses conducted in tertiary institutions.

In connection with future funding involving professional development activities, it should be noted that there is unease across the country about the Ingleson proposals which would transfer much of the carriage of professional development from the education systems to the tertiary sector. Certainly any formal decision about this should be delayed until the completion of the review of tertiary LOTE programs, and that review should address the issue of the capacity of existing programs, both in LOTE and in LOTE methods, adequately to service the needs of the school sector. While the involvement of tertiary sector expertise would be welcomed by education personnel, there is a need for planning to be undertaken jointly to ensure that teachers' and systems' needs are identified and addressed. The investigation of alternatives should not be neglected. For example, it may be that professional development money would be better spent on scholarships for study in the target country, which would have the added advantage of providing an incentive to take up or remain in what is increasingly seen as a rather unrewarding profession.

RECOMMENDATION 15

National Element funding be used to organize inservice conferences for key systems personnel in each state/territory, based on the research studies on bilingual education undertaken for ASLLP in 1989.

Despite the prominence given bilingual education in the objectives of the ASLLP program and in its list of national priorities, the standard of initiatives in this area is very uneven around the country. There appears to be a fair degree of confusion at a very basic level about the nature of bilingual education, and a widespread belief that it is only relevant in certain states/territories. The reviewers do not consider that the research papers already developed under the National Element will be sufficient on their own to redress this problem, and recommend that they be supported by professional development activities for systems personnel aimed at assisting systems to make informed decisions about the appropriateness of bilingual education to their situation.

Matters For Consideration

Matters for Consideration

A number of matters related to ASLLP policy and administration were raised by education personnel across the country, without a single, clear consensus emerging about appropriate courses of action to follow. These issues are clearly of concern to those involved with the ASLLP Program and AACLAME should be aware of them. The Reviewers therefore recommend that the following matters be taken into consideration in the preparation of the strategic plan for Stage Two of the ASLLP Program:

ISSUE 1:

the balance between National and General Elements of the program, and between funding of initiatives at primary *versus* secondary level and in Asian *versus* European languages should be re-examined to ensure that the second stage of the program takes the achievements of the first stage into account and is in line with current needs and priorities.

Rationale:
The guidelines and priorities for funding in the first years of the ASLLP program, together with local strategic planning in many states/territories have tended to skew the balance of ASLLP funding towards Asian languages and primary programs. While this has served to redress historic imbalances in these areas, it has meant that less support has been available for the renewal of secondary LOTE programs and for the support of those European and Middle Eastern languages vital to Australia's communities and international interests. This is of concern to systems personnel across the country, who feel that the needs of European languages in particular have been ignored.

ISSUE 2:

the degree to which projects funded under the National Element and projects funded under the General Element may be seen to be complementary, or operating at cross purposes.

Rationale:
While in most cases, General Element projects have acknowledged the curriculum and policy directions established by such National Element projects as ALL, NAFLaSSL and DEaL, there are a number of instances in which General Element projects have covered ground

already covered by the national projects or have set off in directions which, because they do not reflect national trends, risk limiting the eventual uptake of the materials and methods produced. In a few instances, the sums of money spent on such projects have exceeded the sums allocated to the related national project.

Additionally, some General Element projects which are applicable only locally, or are likely to affect only a limited number of children, perhaps because they are in small population languages, have received higher levels of funding than major national initiatives or General Element projects with the potential for being applied more broadly. While this fact does not necessarily cast doubt on the value of the projects concerned, when the ASLLP program is viewed as a whole, the question of balance of funding and of value for money cannot help but become pertinent, and underscores the desirability of implementing Recommendation 3 of the Review Report.

ISSUE 3:

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bringing all Commonwealth LOTE funding programs arising from the National Policy on Languages together under one coordinating body.

Rationale:
There is a widespread perception among the education systems that the current arrangements involving several different bodies (AACLAME, ASC, the Aboriginal and Torres Strait Islanders program) acting independently one of another in funding NPL initiatives are unsatisfactory. There is also confusion as to the relationship between the NPL and other Commonwealth policies such as the *Agenda for Multicultural Australia.*. Perceived problems relate to the potential for some areas to be funded twice and others not at all, perceived conflicts about priorities, confusion over guidelines and expectations, and especially administrative difficulties arising from differing deadlines, reporting requirements and communication mechanisms. The issue has generated considerable feeling within the recipient systems, and most would strongly support a consolidation and rationalization of programs under a representative body such as AACLAME.

ISSUE 4:

The appropriateness of maintaining the practice of guaranteed, proportional funding to systems on the basis of enrolments, rather than funding on the basis of agreed performance criteria.

Rationale:
While most systems are content with existing arrangements, a few have questioned the wisdom of funding systems on an enrolment

basis irrespective of the number of students likely to be touched by the actual projects mounted by the system. It is felt that the current practice may not take account of economies of scale in the larger systems nor higher unit costs in the smaller, and that it may tend to encourage waste rather than quality outcomes.

ISSUE 5:

discussions with education sectors to identify, and perhaps find mutually acceptable means of circumventing, structural matters which at system level impede the effective implementation of projects funded under the ASLLP Program.

Rationale:
The review has turned up a number of structural inefficiencies, common to more than one system, which have negatively affected the efficient use of the ASLLP funds. These include breakdowns in communication in those systems in which the planning and policy units which proposed the system's ASLLP activities are structurally (and often physically) separated from the units responsible for implementing the projects. Another area of difficulty related to the level of salary on-costs charged, which in some systems are reportedly as high as 47%, as well as handling fees charged by some government systems for managing the grant monies of non-government agencies - on average, about 12%.

ISSUE 6:

areas which might be canvassed as future national priority areas include: LOTE teacher supply, recruitment and retention; activities ensuring the consolidation of initiatives seeded under Stage One; the use of cluster teaching arrangements; strategies for mainstreaming LOTE provision at primary level with respect to staffing and integration into the primary curriculum; strengthening LOTE provision at secondary level, including strategies for improving continuation rates and for increasing the participation of boys in LOTE study.

Rationale:
All the above are areas of need which have been cited by personnel from more than one state.

ISSUE 7:

the re-establishment of a National LOTE Managers Group to foster information sharing and planning at national level, and to assist state and territory personnel to view LOTE within the broader context of national and international developments.

Rationale:
While there is presently a considerable amount of interstate travel in the LOTE field by personnel associated with various national curriculum projects, there is no longer any mechanism to enable the senior LOTE managers in each system to meet on a regular basis. Such meetings were a feature of the early, consultative stages of the ALL and NAFLaSSL projects, and those involved at the time consider that it was because of the opportunity they provided for exchange of information and co-operative planning that the present high level of national collaboration in LOTE has come about.

ISSUE 8:

whether the Commonwealth should be asked to support the mainstreaming of LOTE education by earmarking funds within the recurrent grant to systems, or establishing a special funding "bucket", as has been done for ESL.

Rationale:
A number of system representatives, particularly from the non-government sector, suggested this as the only realistic way of maintaining an impetus for change in the LOTE field, pointing out that the establishment of P-12 program continuity will require many years. It is argued that to be viable, LOTE study must ultimately be supported in the mainstream, rather than dependent upon short-term grant programs. There was also a view that earmarked recurrent funding could be tied to national participation targets for LOTE study.

ISSUE 9:

Developing a clear and consistent approach to the evaluation of projects, particularly national projects.

Rationale:
To date, none of the National Element projects has been subject to external evaluation, apart from a review of the ALL Project commissioned by the Directors of Curriculum. The scope, brief and time frame for the present review of ASLLP precluded any evaluation of projects. The result is a distinct lack of information to guide future funding programs, a lack felt by several AACLAME members. Officers directly involved in these projects all express a desire for their work to be submitted to ths sort of scrutiny.

PART 2

ASLLP NATIONAL ELEMENT PROJECTS

Australian Language Levels (ALL Project)

Australian Language Levels Project

The Australian Language Levels Project (ALL), funded as a National Element Project, is to a considerable degree the keystone of many of the other ASLLP projects, both national and general.

The ALL Project is in its fifth, and final year of operation, with the project team due to be disbanded in June of the current year, although it has sought further funds for the continuation of English as a Second Language (ESL) work to the end of the 1990 calendar year. The project was founded in 1985, and thus predates the existence of the ASLLP Program.

ASLLP GRANT

Since the inception of ASLLP, the South Australian Education Department, as the grantee for ALL Project, has received $386,060 in ASLLP funding, broken down as follows:

ALL PROJECT ASLLP GRANTS

1988	1989
$106,000	$280,060

The ALL Project is also supported financially by the South Australian Education Department, which initiated the project, and the Curriculum Development Center. Funding from the Curriculum Development Center and the South Australian Education Department during the pre-ASLLP period 1985-88 amounted to $595,329 and $188,712 respectively. The project has continued to benefit from funding from these sources during the period of ASLLP support. In 1988/89, for example, the project received $106,000 from CDC; an additional $18,500 from CDC for ESL, plus infrastructural support from South Australian Education Department.

ADMINISTRATION

The ALL Project is managed by the South Australian Education Department. In its initial stages, policy decisions were the responsibility of a National Management Committee, with an external convenor appointed by CDC, and a National Consultative Committee composed of LOTE managers from each state and territory. Although contact has been maintained through correspondence, face-to-face meeting arrangements were discontinued as the project's activities

were consolidated, but they served to establish the national cooperation which is a hallmark of the project.

DESCRIPTION OF PROJECT

During its five year lifetime, ALL has moved through several distinct phases:

- the establishment of a national consultative network and the production of a curriculum framework and guidelines for the teaching of all languages other than English (the *ALL Guidelines*, published in 1988);
- the addition of an ESL component to its activities;
- provision of consultancy services to system and national curriculum development projects in LOTE and, to some degree, in ESL;
- the provision of teacher inservice nationally;
- the development of exemplary materials in Italian and ESL;
- the development of supporting publications on inservice and curriculum design.

Activities which have taken place during the period of ASLLP funding include the production of final drafts of Italian and ESL materials; provision of nation-wide consultancy services for curriculum development; development of inservice resources and assistance in the provision of inservice programs nationally; provision of consultancy support to Commonwealth and state ESL activities.

LANGUAGES AND YEAR LEVELS SUPPORTED

The *ALL Guidelines* constitute a generic framework, capable of supporting all languages P-12, including ESL.

RELATED ACTIVITIES

The *ALL Guidelines* provide the theoretical basis for a range of national curriculum development projects in specific languages, funded for the most part by the Asian Studies Council. It is also conceptually linked to the ASLLP-funded National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL), and has been used as a reference point for a number of state and school level initiatives, some of them ASLLP funded. Most of the ASLLP funded teacher development activities have also incorporated ALL. At a policy level, ALL has been formally endorsed as the basis for LOTE

curriculum by the state education systems in Western Australia and South Australia, and has been incorporated into guidelines in New South Wales, Queensland, the Northern Territory,Victoria, the ACT and Tasmania.

EVALUATION AND DISSEMINATION

Dissemination of the ALL Project has occurred through the sales of the *ALL Guidelines*, and more generally through persistent and widespread inservice and consultancy activities conducted by the project team in response to requests from around the country. Sales of the *Guidelines* have been encouraging, with two print runs and 4,000 copies sold to date.

The project has recently been the subject of an evaluative report prepared for the Directors of Curriculum by David Francis, [1] who found that:

- ALL is the precursor of current national co-operative curriculum activity;
- the *ALL Guidelines* are being implemented effectively in the manner intended for a national curriculum statement;
- there are lessons for continued national curriculum development activity to be learned from the ALL experience;
- languages learning in Australian schools has been advanced by ALL;
- the ALL Team deserves the highest commendation for their enthusiasm, energy and excellent effort.

Francis' report stressed ALL's seminal contribution to national, cooperative curriculum development in Australia. The Directors of Curriculum subsequently advised the Australian Education Council (AEC) that the *ALL Guidelines* are effective and applicable as a national framework for the development of curricula in languages other than English.

SUCCESSES AND CONCERNS

According to the ALL team, without ASLLP funding, the inservice component of the project's activities would not have taken place, and the impact of the *ALL Guidelines* would have been seriously diminished. In retrospect, the ALL Team identifies their consultancy activities, both in teacher development and especially its associated curriculum development, as probably the most profitable of their

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[1] (David Francis, *The Australian Language Level (ALL) Guidelines: Their Effectiveness and Applicability. A Report to the Directors of Curriculum*, 1 September 1989.

activities. They note that their shift of focus to strengthen this aspect of their work in response to requests from the systems has been the main way in which the project has diverged from its original objectives.

Team members see the success of ALL lying in the fact that the project has served as a bridge between theory and practice, helping to apply contemporary applied linguistics to language curriculum design and teaching in this country. It has also succeeded, in their view, because of a combination of continuity in the membership of the team and continuity in funding, which have made possible the necessarily long-term theoretical reflection which underpins the *Guidelines*.

Because of its unique position as Australia's longest-running and highest profile LOTE project, the ALL Project has had an unplanned but invaluable spin-off. The project has become a de facto "national key center" for the dissemination of information and advice about LOTE and ESL teaching in Australia, from expertise on current theoretical issues to details of activities across the country, with enquiries coming from overseas, around the country and from individual schools. Demand for this type of service is regular and high, and the project team has become something of a national resource in the field. It is difficult to see how the clearing-house function of the project will be maintained once the ALL team is disbanded, but clear that the need for such a function is widely felt.

RELATION TO ASLLP OBJECTIVES

The ALL Project, more than any other funded by ASLLP, has been instrumental in enabling the program to achieve its goal of ensuring "optimum commonality of curriculum frameworks, syllabus design, assessment and teaching methodology...".

The level of uptake of the ALL approach is impressive, especially to the extent that it has not been a requirement for funding except in ASC projects. It is a good indicator that ALL is indeed functioning as a national curriculum statement in laying a foundation for change and improvement in LOTE teaching in Australia. The project has clearly been taken on board by the systems, and by key people within the systems.

It is too soon to comment on the degree to which it will also have an impact at school level, and on student outcomes. Such judgement will need to wait until the language-specific materials have been completed and reached the classroom, and until the *ALL Guidelines* themselves have been taken up and digested by teachers and by pre-service educators. Attendance figures at ALL-focussed inservice conferences, together with participant reports on the conferences, indicate that there is uptake among the more committed, active and, hopefully, influential LOTE and ESL teachers across the country, although anecdotal evidence also indicates pockets of apathy and

sometimes fear of the *Guidelines* in schools. Despite this, it seems likely that, several years hence, when the classroom level impact of the ALL project becomes apparent, it will also have contributed to the ASLLP objective of improving the quality of second language programs in Australia.

PERSONS INTERVIEWED

Penny McKay - ESL Project Officer/Curriculum Writer, ALL Project.
Angela Scarino - Project Co-ordinator, ALL Project.
David Vale - LOTE Project Officer/Curriculum Writer, ALL Project.

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Australian Sign Language Curriculum Project (AUSLAN Project)

Australian Sign Language Curriculum Project

The Australian Sign Language (AUSLAN) Curriculum Project had its origins in a long-standing request from the Victorian Deaf Society to the state Minister of Education for Australian Sign Language to be available in the school curriculum. In 1987, the Victorian Curriculum and Assessment Board (VCAB) was approached by the Executive Director of the Deaf Society with a view to the inclusion of AUSLAN in the new Victorian Certificate of Education (VCE). After a series of preliminary investigations, it was agreed that AUSLAN would be included in VCAB's LOTE offerings as a 4 unit (i.e. Years 11-12) beginners' course.

ASLLP GRANT

Subsequently, VCAB sought and was granted funding in 1988 and 1989, to a total of $80,000, to support the appointment of Project Officers, research and data collection and the development of a LOTE AUSLAN "study design" (ie syllabus framework) and curriculum development support material. Funding has not been sought for 1990 as difficulties in arranging leave for appropriate personnel delayed the spending of the 1988 and 1989 grant money.

AUSLAN PROJECT ASLLP GRANTS

1988	1989
$21,000	$59,060

ADMINISTRATION

The project is managed by the officer responsible for LOTE at VCAB, and supported by the VCAB Board through its LOTE Field of Study Committee.

DESCRIPTION OF PROJECT

To date, the project has negotiated the support of the deaf community and set up a reference group which includes significant representation from the deaf community and key tertiary representatives from the research and teacher training fields in Queensland and New South Wales. It has appointed a Project Officer

to begin a data base of relevant people and organizations and an annotated bibliography of materials relevant to AUSLAN, British Sign Language (BSL) and American Sign Language (ASL).

The Project Officer has overseen the development of a brochure publicizing the project and collecting information, particularly from deaf people, about AUSLAN and AUSLAN courses. A network of contacts in deaf societies and government-sector Curriculum Directorates has been established throughout Australia in organizing distribution of the brochure.

Work is about to begin on the development of an AUSLAN "study design" and support materials. The work will be carried out by two deaf Project Officers fluent in AUSLAN with the support of the LOTE Team, a reference group and tertiary consultants.

The AUSLAN Project has evolved three foci. The first is the development, by the Project Officers and reference group, of the AUSLAN "study design" for a two year senior secondary program within the VCE. As this is to be a beginners' program, it is intended that it will be able to be modified for use at other levels of schooling. It is expected that the "study design" will have been completed by the end of 1990, for introduction in 1992.

A second focus is on the area of teacher training, with a view to providing both qualified teachers of AUSLAN and, eventually, a career path for users of AUSLAN. The project has developed close links with La Trobe University, which has this year included an AUSLAN stream in its Bachelor of Education program. An intersectoral working party has been established to develop proposals relating to appropriate training and qualifications for primary and secondary teachers of AUSLAN.

The issue of teacher training has raised the related questions of the methodology and mode of delivery for teaching an unwritten, signed language, and the identification of audio-visual and telematics-based approaches as potentially the most appropriate. Initial contact with key telematics people in Australia is being established, and contact is being maintained with institutions in Britain and America, as resources used overseas could prove suitable for adaptation to AUSLAN.

The final focus is on research into AUSLAN itself, both in terms of collecting information on its use nationwide and in terms of more fundamental investigation of the nature of AUSLAN as a language. In this latter area, the project has developed strong links with several university experts in the field as well as with experts in British and American Sign Languages.

LANGUAGES AND YEAR LEVELS SUPPORTED

The project supports Australian Sign Language, Years 11 and 12. It should be noted that the Victorian Ministry's Office of Schools Administration will develop P-10 curriculum courses and materials.

EVALUATION AND DISSEMINATION

No evaluation has yet been conducted. Dissemination of information about the project has occurred through the brochure and the project's national contact network.

SUCCESSES AND CONCERNS

The Project Manager notes that, while the project has moved less rapidly than originally envisaged, the slower pace has enabled the members of the deaf community involved to develop their own understanding of bureaucratic decision-making processes and thus their own effectiveness in working on behalf of their constituency. The project has also served to increase the acceptance of AUSLAN within the deaf education sector.

While the AUSLAN Project would have gone ahead without ASLLP funding, work on it would have been postponed until at least 1992 without grant support. It might not have developed its national network and profile if it had remained solely a VCAB initiative. According to the Project Manager, National Element ASLLP funding has therefore given the project, and through it AUSLAN itself, a level of status and recognition which they would not otherwise have had. AUSLAN is increasingly understood to be a language in its own right, and AUSLAN users accepted as an identified language community, as recommended in the National Policy on Languages.

Although its initial goals will have been met by the end of the current year, without further funding the project will not be able to go on to produce needed support materials. The network linking deaf societies with education systems and tertiary institutions will also need to be maintained and expanded. Major priorities within the field may not have generated sufficient momentum to continue without an established infrastructure. The Project Manager considers that ideally, three linked centers for AUSLAN education are needed to ensure future course and curriculum development, research and the provision of teacher training at all levels.

CONTACT PERSON

Evol Byron, Manager, VCE LOTE Field of Study, Victorian Curriculum and Assessment Board.

Language Teaching In The Distance Education Mode (DEaL Project)

Language Teaching In The Distance Education Mode (DEaL Project)

Distance Education was identified by ACCLAME as a national priority area for the 1989 round of ASLLP funding. From that impetus, a series of initiatives have been set in train.

A first stage, consisting of a national conference, took place in February 1989. The second phase involves the short term appointment of a National Coordinator to undertake a set of planning and data collection activities in collaboration with a network of State Coordinators. Simultaneously but separately, four curriculum writing projects have been established on the basis of submissions from five states/territories. Properly speaking, these activities do not yet form a unified project, although they are beginning to coalesce into a loose grouping under the project name of Distance Education and Languages (DEaL).

ASLLP GRANTS

The DEaL project is based in South Australia, with outposted activities in the Northern Territory, Western Australia, Queensland, New South Wales and Victoria. Grants and grantees for the various components of the project are as follows:

DISTANCE EDUCATION AND LANGUAGES ASLLP GRANTS

PROJECTS	1989
Stage One	
National Workshop (SA)	$23,000
Stage Two	
National Project Coordinator, Indonesian & Italian Materials (SA)	36,582
Chinese Materials (Vic)	$76,690
Italian Materials (Qld)	$42,000
Japanese Materials (W.A.)	$75,000
Indonesian Resources (N.T.)	$46,810
National Network	$62,620
TOTAL	**$362,702**

ADMINISTRATION

Stage One activities were managed by the South Australian Education Department. The national coordination aspect of Stage Two activities will likewise be managed by South Australia, with individual curriculum development projects and the activities of State Coordinators managed by the host systems. These include the government education authorities in the participating states and the Catholic education sectors in South Australia and Victoria.

PROJECT DESCRIPTION

Stage One

The first stage took place in January-March 1989 and was managed by a Project Officer from the South Australian Education Department's Correspondence School. It involved three components: a literature search and evaluation, a national workshop and the preparation of an action plan.

Despite technical problems, the literature search turned up a number of documents. While the major issues raised were similar to those subsequently identified by the workshop, overall there was surprisingly little written on the application of distance education to LOTE teaching.

The workshop was held in Adelaide on 27 February - 1 March. Each government education system was invited to send an administrator and a practitioner. The National Catholic Education Commission and the National Council of Independent Schools were each asked to send a spokesperson.

The conference resulted in the identification of three priority areas: compilation of a data resource collection, development of resource packages to support LOTE learning in the distance mode and provision of teacher inservice programs. These became the basis of an Action Plan, which put forward a statement of goals, strategies and priorities for action and a recommendation for state and national level coordination of activities in the field.

The Action Plan in turn was used to approach to AACLAME for further funding for the project. States were invited to put in submissions and a national teleconference was held to attempt to ensure coordination of resultant activities.

Stage Two

Stage Two activities were only just beginning at the time of the review, and there are as yet few outcomes to report. The component projects in Stage Two, arising from the priorities identified in Stage one, are as follows:

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Project Coordination

A National Coordinator was appointed in late January 1990 on a 13 week contract. She is based in Adelaide. The government education systems in each state/territory except Tasmania are in the process of identifying State Coordinators for the project, and the Catholic and independent sectors have been asked, through their national bodies, to nominate representatives. This group, once complete, will form a National Network for the project.

The National Coordinator is undertaking or coordinating several sets of activities derived from areas of need highlighted in the Action Plan. Her aim, within the limited time available to her, is to identify the "essential elements" for successful teaching of languages by distance education, together with their policy implications. This work will be supported by a national DEaL Conference in April and followed up by a teleconference of system policy makers.

Data Collection

The intention is to bring together and disseminate published and unpublished data on current and developing distance education programs in LOTE. The National Coordinator will conduct a literature search to provide information on a range of topics related to programs, methodology and program delivery, including details of contact people, pedagogical, organizational and budgetary information on extant programs. This information may be organized by Queensland into a data bank which will be accessible nationally. A consultant has been employed by the Queensland Department of Education and is investigating the feasibility of such a plan.

Teacher Development

Although identified as an area of need, teacher development activities will not proceed under the current funding arrangements, as the necessary background information on the "essential elements" of distance LOTE teaching, on which inservice provision might be based, will not be ready within the time available.

Development of Resource Packages

This involves the development of curriculum materials in a series of projects proposed and undertaken by various education agencies. The projects are as follows:

Indonesian Resources

This is a joint project between the Northern Territory and the South Australian Departments of Education. The S. A. Correspondence School has a full time course writer developing a primary course in Indonesian, based on the ALL Guidelines. In the Northern Territory, a Project Officer has been appointed to write a Stage One course in Indonesian based on the National Curriculum project and suitable for distance education students. The writer was appointed at the end of July 1989 and, in addition to liaison activities with the national network, has produced one of eight proposed modules, consisting of a teacher's manual, a course booklet and a work booklet. These are

ready to be sent interstate for comment. She is liaising with the writer in South Australia on this task.

Italian Resources
This is a joint initiative involving the Queensland Department of Education and the South Australian Catholic Education Office. The aim is to develop a flexible package for the teaching of primary and secondary Italian through distance modes. The South Australians are planning to produce Years 11-12 materials. They are liaising with the Queensland Department of Education which has appointed a consultant to produce a secondary level program, beginning with a Years 6-12 framework based on ALL Stage One. National consultation, and in particular, liaison with the P-8 Italian Curriculum project being undertaken with ASLLP support by the Victorian Ministry of Education, are planned.

Chinese Resources
The Victorian Ministry of Education, in cooperation with the Catholic Education Office in Victoria, will undertake the development of strategies and materials for teaching Chinese via the distance mode. The project will work in conjunction with the Victoria-based, ASC-funded National Chinese Curriculum project. At the time of writing, the project was in the initial planning stage, with the Project Officer envisaging the development of a resource package to support Stage One (upper primary/lower secondary) Chinese programs.

Japanese Resources
The Western Australian Ministry of Education will develop junior secondary materials in Japanese based on the National Japanese Curriculum Project materials and suitable for use in distance teaching.

LANGUAGES AND YEAR LEVELS SERVED

At one level, the DEaL project is generic, in that it aims to support the teaching of all languages at all levels via distance education. The language-specific projects target Japanese, Chinese, Indonesian and Italian, initially at ALL Stage One level (upper primary/lower secondary), but ultimately P-12.

EVALUATION AND DISSEMINATION

The outcomes of the Stage One conference have been disseminated among participants and discussed by teleconference. It is premature to comment on the dissemination of Stage Two outcomes. The matter of evaluation of the materials produced in Stage Two is of concern to several of the people involved, and the Indonesian writer in the Northern Territory specifically requested that a mechanism for evaluating their work be identified.

SUCCESSES AND CONCERNS

At the time of the present review, the DEaL project was only really beginning to find its direction and purpose, and to demonstrate a potential for developing into a cohesive, national initiative. If this trend is to continue, several urgent issues will need to be addressed.

The National Coordinator identifies significant difficulties in the articulation between her own activities and the materials development projects. In some senses, she feels, these projects should have waited until her initial work on the "essential elements" of distance programs in LOTE had been completed, so that they could benefit from the insights and policy directions which may arise from that work.

More immediately, there is a problem with the coordination of these Resource Package projects. There is a feeling that some form of national direction is essential if the various component projects are to get off the ground successfully, and if useful outcomes are to be achieved within a very limited funding period. However, as these projects are state initiatives, they do not fall within the present brief of the National Coordinator, whose role with respect to them is limited to liaison. She considers that the projects are "in great need of direction", and this view is confirmed by some of the Project Officers, who were feeling a need for direction in trying to work out where to begin on their tasks. One Indonesian writer, whose project is more advanced than others, reflected a related need in her expressed desire for some form of external evaluation of her progress to date.

There also seem to be minor administrative problems affecting some of the activities. For example, delays in receipt of funding channelled through the state Department of Education have delayed the start-up of work on the Italian materials by the Catholic Education Office in South Australia.

It was suggested that a national meeting of people involved in materials development be organized to try to ensure commonality of approach and consensus about where priorities lie. However, funds are not presently available for such a meeting, and indeed, at the time of the review, funding for 1990 had not been confirmed. As a result, the future of the DEaL project as a whole was uncertain.

The project to date appears to have uncovered a major field for action. The National Coordinator feels that there is a strong need for policy guidelines, and a very significant need for inservice and professional development if the current push towards the use of the distance mode in LOTE programs is to be continued. Without future support and direction, there is concern that fundamental issues of program quality and delivery will not be addressed.

PERSONS INTERVIEWED

Ruben Ketchell, Project Officer, Chinese Resources (Victoria).
Norah Robinson, Project Officer, Indonesian Resources (Northern Territory).
Margaret Scheil, National Coordinator (South Australia).
Ian Wallace, Principal Education Officer, Distance Education (Queensland).

National Assessment Framework For Languages at Senior Secondary Level (NAFLaSSL Project)

National Assessment Framework For Languages at Senior Secondary Level

The National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL) Project aims to provide a framework for a national approach to the assessment and accreditation of languages at post-compulsory level. The project originated in South Australia in 1985 as a parallel exercise to the ALL Project, with which it shares a common theoretical base. NAFLaSSL has, from the outset, had the strong support of the Australasian Conference of Accreditation and Certification Authorities (ACACA).

ASLLP GRANTS

Sponsored by the Senior Secondary Assessment Board of South Australia (SSABSA), NAFLaSSL has been financially supported over the years by SSABSA, the SA Education Department, the ALL Project and Commonwealth Project of National Significance grants prior to the receipt of ASLLP funding. Over the past three years it has received ASLLP grants as follows, to a total of $303,000:

NAFLaSSL ASLLP GRANTS

1988	1989	1990
$73,000	$180,000	$50,000

The 1990 grant was under discussion at the time of the present review, as it fell significantly short of the $158,000 requested, apparently as a result of an administrative mix-up. It was not known whether additional funding would be found to enable the 1990/91 activities to proceed as planned.

ADMINISTRATION

The NAFLaSSL Project is unique in its long-standing, collaborative and truly national accountability structure. Virtually from the outset, the project has been supported and guided in its activities by a National Consultative Group composed of representatives of all state and territory accrediting authorities. This group has met regularly during the life of the project -- in all, seven National Consultations have been held -- to monitor its progress and guide future directions. Local reference groups have also been established. The project has regularly appeared on the agenda of ACACA, which has maintained a watching brief and, more recently, endorsed recommendations for action emerging from the project.

The project is hosted by the Senior Secondary Assessment Authority of South Australia, which provides its administrative base. The management structure has evolved over the five years of NAFLaSSL's existence in response to changes in funding arrangements and personnel, but for the duration of the ASLLP funding has consisted of a National Management Group, chaired by an officer of SSABSA. This group has overseen the work of first one and then two Project Officers who are responsible for the day-to-day activities of the project.

DESCRIPTION OF PROJECT

The NAFLaSSL Project aims to develop and promote the uptake of appropriate, nationally-acceptable syllabus frameworks, syllabuses and accompanying methods and criteria for assessment of languages at senior secondary level. The project has achieved a number of significant outcomes with funds made available under ASLLP. These include:

National Framework Document

The central and original focus of the project has been the development of a nationally-applicable assessment framework for the production and accreditation senior secondary courses in all languages. The NAFLaSSL Framework defines three assessment models for three levels: General (for new learners at Year 11); Extended (for learners commencing language study at Years 7 or 8); and Specialist (for learners with an in-depth knowledge of the language derived from studies commencing at primary school or from a home background in the language). The Framework provides guidelines for the preparation of syllabus statements and assessment activities, and includes criteria for judging performance and for reporting results. The Framework document has been through a number of drafts as a result of the consultative process. Contingent upon adequate funding, it will be finalized in the course of 1990 as part of a detailed document on the project, for use by education and assessment authorities nationwide as a base for course and professional development activities.

Local Syllabus Development

A number of specific language syllabuses based on the Framework have been, or are being produced and accredited by local authorities. To date, Extended Level syllabuses have been written in French, German and Italian for use in South Australia and the Northern Territory. Local syllabuses in other languages and at other levels are in early stages of development. The VCE study design (accredited) in Victoria acknowledges that it is consistent with NAFLaSSL.

National Syllabus Development

In December 1989, the National Consultative Group reached an in-principle agreement to develop and accredit for national availability a single syllabus and public assessment procedure in each of 21 small-

candidature languages. Carriage of the syllabus writing, assessment and management tasks in individual languages is to be allocated among the assessment authorities in New South Wales, Victoria and South Australia. To date, this proposal has been endorsed by the Chief Executive Officers of assessment authorities in all states and territories, although several agencies have individual reservations associated with the use of syllabuses and students' results. However, work on the proposal cannot go ahead until the funding problems surrounding NAFLaSSL's 1990 grant have been resolved.

National Data Base

NAFLaSSL has made a major contribution to the development of a comprehensive National Directory of senior secondary LOTE courses for inclusion in the ACIN data base. Sponsorship for the on-going coordination and up-dating of the data base remains an unresolved issue.

Research Activities

The project has given rise to the investigation of issues relating to some specific problems areas in the assessment of languages. For example, two ASLLP-funded Project Officers are examining the adaptation of the Framework to the assessment of character-based languages (e.g. Chinese, Japanese). A submission from NAFLaSSL's National Management Committee to AACLAME seeking funding for research into the issues raised by native-speaking candidates was important in the ASC decision to fund that research.

National Dialogue on LOTE Assessment Issues

NAFLaSSL, through the meetings of its National Consultative Group, has established and maintained national level dialogue among assessment authorities on matters of assessment in languages. This has involved LOTE managers and senior administrators from the authorities as well as authority executives, through ACACA. The meetings have served as a forum for the discussion and gradual resolution of practical issues related to cooperative undertakings among the authorities, as well as for the investigation of more theoretical aspects of assessment in LOTE.

LANGUAGES AND YEAR LEVELS SUPPORTED

The NAFLaSSL project provides a generic approach to teaching and assessment, which, it is hoped, will be applicable to all languages, including ESL, at Years 11-12. It thus has the potential to support all the more than 30 LOTEs presently available at senior secondary level.

RELATED ACTIVITIES

NAFLaSSL has close links, both conceptually and through its management structure, with the ALL Project. It also relates, either through members of its Management or Consultative Committees or through its development activities, to the Asian Studies Council and

the ASCIS project. Its links to the policies, curriculum and teacher development activities of the education systems in each state/territory have not been formalized, although there is some communication through those few members of the National Consultative Committee who are officers of the education authorities. In at least one instance, a link has been established through an ASLLP funded teacher inservice project. The NAFLaSSL Project has also made direct contributions to inservice programs in Victoria and the A.C.T.

EVALUATION AND DISSEMINATION

There has been on-going national dissemination of NAFLaSSL's achievements among assessment authorities through the project's consultative mechanisms. The eventual publication of NAFLaSSL documents will complement and confirm this. There has been no evaluation of the project, apart from the formative scrutiny resulting from the consultative and management structures.

SUCCESSES AND CONCERNS

The NAFLaSSL Project's main strength is seen to lie in its introduction of the concept of framework syllabuses. This notion has given coherence to the diversity of practices in senior secondary assessment in LOTE, and has touched off a national discussion which is likely to lead to the concept being taken up in other subject fields. The project has thus made a significant contribution to broader educational debate and has been influential in shaping developments in assessment, accreditation and accountability in a number of states.

The recent agreement to produce national syllabuses in 21 small candidature languages is considered to be a major breakthrough, marking the emergence of national level cooperation in senior secondary assessment. Practically speaking, NAFLaSSL makes it feasible to have virtually any LOTE available in any state, despite differences in practices among assessment agencies, and thus has the potential to eliminate barriers to student access to LOTE study. National cooperation of this sort is also seen to lead to a qualitative improvement in curriculum design and assessment practices.

In general, the project is seen to have made slow but significant progress at the policy level, both in terms of attracting the support of ACACA members and, gradually, of tertiary institutions and education authorities.

The over-riding concern facing the project at present is the set-back likely to result from NAFLaSSL's accidental underfunding in 1990. It is the view of the project's managers that unless the shortfall can be made up, development of the 21 national syllabuses will not go ahead, and the opportunity to achieve acceptance of national curricula will be lost. In addition, it will not be possible to complete the project

documentation. If the national syllabi are produced, it is felt, then the momentum generated by this work will be sufficient to carry the NAFLaSSL concept forward into other languages and areas.

The matter of teacher uptake of NAFLaSSL is also an area of concern, as it is too soon to know whether the innovations implicit in the approach are within the current capabilities of the teaching force. This is exacerbated by the fact that the project is not well known outside assessment authority circles. The final version of the Framework is seen to be important in this respect, as it can serve as vehicle for disseminating information as well as a basis for teacher development. The availability of information about LOTE programs on the ACIN data base will also help, as it will mean teachers have direct access to information without having to wait for it to filter through the bureaucracy.

At the organizational level, because of the structural separation of assessment agencies and education authorities in most states, the NAFLaSSL Project is not always well known among education sector decision makers and therefore does not figure widely in curriculum policy and planning. It is not clear, for example, whether it has ever been brought to the attention of the AEC or of the Directors of Curriculum in the same way as has the ALL Project. In some states, education sector initiatives in the senior secondary area, or the lead-up to it, are being carried forward without reference to NAFLaSSL, and this could result in discontinuities in provision in the future.

It is recognized that there are also some problems to be resolved with respect to the NAFLaSSL model itself. It appears that there is likely to be some resistance to the Specialist course, for example, as it may be perceived to be more demanding than the others, and thus to discriminate against highly proficient students who otherwise would have been able to score top results on the Extended level course. It may be that some system of incentives will need to be found to deal with this. Similarly, as the Extended course corresponds to the existing provision in most states, authorities may not be inclined to put resources into developing the General or Specialist level courses for which schools do not not already cater. Again, incentives will be needed to break what could otherwise become a "vicious circle".

On the operational side, the Project Officers point out that the demands on national projects to produce outcomes are enormous compared with the pressures under which most General Element projects operate, and that this is not always recognized in the level or duration of funding. Projects like NAFLaSSL, which are attempting to change policy across the nation, necessarily will take longer to achieve their goals than, for example, a local project which puts an equal amount of money into developing computer games for primary LOTE programs. The matter of lines of accountability for national projects is also a difficult area, and it is not always clear to whom the projects, or their officers, are ultimately responsible. The inverse side of this is that the responsibility for promotion of the project is

not clearly vested anywhere. NAFLaSSL has been fortunate in that the Director of SSABSA has taken on the role of mentor for the project within ACACA, but it is not clear who might pick up this task when he retires later this year.

Despite these concerns, the personnel associated with NAFLaSSL strongly feel that the project was "the right thing to have done". It has come at the right time to catalyze needed change nationally. It has proposed solutions to problems which threaten the continued existence of senior secondary provision in a broad range of languages. It has reaffirmed the intrinsic value of LOTE study as part of a general education.

RELATION TO ASLLP OBJECTIVES

The NAFLaSSL Project explicitly addresses those ASLLP objectives relating to commonality of curriculum frameworks and to the support of Year 12 enrolment levels in LOTE. It also provides a means of ensuring that diversity in the provision of LOTE for senior secondary accreditation is maintained through a mechanism which will ensure the continuing availability of small candidature languages. Finally, it seeks to improve the quality of programs, both through the development of sound curricula and through the introduction of differentiated levels of study which take cognizance of students' previous achievements in the LOTE.

PERSONS INTERVIEWED

Viv Eyers, Director, Senior Secondary Assessment Authority of South Australia.

Bernadette Maher, NAFLaSSL Project Officer.

Tony Mercurio, Curriculum Development and Research Officer, Senior Secondary Assessment Authority of South Australia and NAFLaSSL Project Officer from 1987-1990.

Professional Development of LOTE Teachers

Professional Development of LOTE Teachers

Professional development of teachers of languages other than English was identified as a priority area for funding under the National Element of ASLLP in 1989.

Submissions for funding were sought from government and non-government teacher employing authorities and higher education institutions wishing to initiate substantial, innovative programs in the field. Programs could be either inservice or pre-service in nature, preferably not language specific and with a methodological orientation.

ASLLP GRANTS

PROFESSIONAL DEVELOPMENT OF LOTE TEACHERS
ASLLP GRANTS

PROJECT	1989
Language Teacher Professional Development Project (SA)	$75,600
A Methodology for LOTE Teaching K-6 (NSW)	$35,301
In-service Education for Language Teachers (Vic)	$30,000
LOTE and the Mainstream Curriculum (Vic)	$29,646
Training of Experienced Primary School Teachers with a LOTE Background as Primary LOTE Specialists (W.A.)	$100,000
Pathways to LOTE and Bilingual Teaching (Vic)	$29,500
Bilingual Education and Languages Across the Curriculum for LOTEs Methodology and Materials (Vic)	$30,500
Language and Methodology Upgrading for LOTE Teachers (Vic)	$30,000
Language Teaching Skills - Assessment of Needs in Australian Schools and Skills Upgrading (NSW)	$73,000
Pre-service Professional Development for Deaf Community Language Teachers	$60,000
New Perspectives and Methodologies for LOTE Teachers	$50,000
TOTAL	**$543,547**

Submissions were assessed by the ASLLP Assessment Panel using the following criteria:

- the degree to which stated outcomes of the proposal met the overall objectives of the project;
- the presence of guarantees that the proposed program was likely to continue beyond the initial period of Commonwealth support;
- the extent of collaboration with other education authorities and/or higher education institutions; and
- cost effectiveness of the proposed program

Subsequently the eleven projects described in the following pages were funded.

PROFESSIONAL DEVELOPMENT WORKSHOP

On 26th February, 1990, a workshop on professional development of LOTE teachers was held in Canberra. Participants included DEET personnel, representatives of personnel associated with each of the eleven programs, representatives of systems in states and territories and selected LOTE teachers. The aim of the workshop was a sharing of information on the programs, a discussion of outcomes and problems and the procuring of advice for the future.

One group discussed professional development of LOTE teachers in general, including issues such as further development for practising teachers, the balance between linguistic and methodological development, updating teachers' qualifications, country and isolated areas, materials for professional development, and pre-service development.

Another group on primary LOTE and bilingual programs discussed issues such as identification of teachers with LOTE proficiency, provision of courses in method, bilingual programs, materials and resources and continuity problems.

Detailed recommendations from the workshop are being prepared for transmission to AACLAME. Significant features of the discussion surrounding the formulation of recommendations were:

- the perceived need for a mechanism for dissemination of outcomes and the processes and problems of projects;
- the responsibility of employers for re-skilling in a period of change and for employing teachers only above a minimum level of language competence;
- the development of teachers' curricula skills (as opposed to methodology);

- inservice of in-school administrators;
- the problem of continuity;
- the provision and development of resource materials for LOTE professional development;
- the need for coordination of all aspects of the NPL;
- the problem of the isolated teacher; and
- the need to raise the profile of the language teacher in the school.

Professional Development Project 1
Language Teacher Professional Development Program

This was a collaborative program conducted on behalf of the South Australian Institute of Languages, the South Australian Department of Education and the South Australian Catholic Education Office.

ASLLP GRANT

South Australian Institute of Languages (SAIL) - $75,600.

ADMINISTRATION

The Program was managed by a management committee consisting of representatives from SAIL, school systems and higher education institutions involved in the training of languages teachers. The Manager of the program chaired the management committee. Membership was as follows:

Chair (Manager)
2 representatives of the Education Department of South Australia (Nominee of SA Director-General of Education and another)
1 representative of the Catholic Education Office
1 representative of the Independent Schools Board
1 representative of the Flinders University of South Australia
1 representative of the South Australian College of Advanced Education
1 representative of the University of Adelaide

An executive of three members acted as required between meetings. The chair convened the executive, which included the nominee of the Director-General of Education and the nominee of the Director of the Catholic Education Office.

The Program Co-ordinator, the Project Officer and the clerical officer were directly responsible to the Manager and through him to the Management Committee.

DESCRIPTION OF PROJECT

The program was a collaborative program of teacher training and development which closely linked schools and training institutions by ensuring that school realities informed an institution-based course and by drawing upon resources and expertise within school systems and higher education institutions.

The program had four major aspects:

- on-going data collection, research and information dissemination;
- planning and preparation of an inservice course of professional development for languages teachers;
- implementation of the course;
- evaluation of program.

The program provides a firm and objectively assessed base and model for the development in 1990 of a potential post-graduate pre-service award for the training of future teachers in South Australia. This award will be designed to ensure that its components continue to be available as inservice units/modules. It will be characterized by close links between schools and teacher-training institutions.

The award will constitute a major advance in the development of an improved career structure for languages teachers and in the formal recognition of the profession of language teaching in our school systems.

The general objectives of the program were to provide an inservice program for languages teachers in South Australian schools; to produce published materials available to languages teachers in Australia; and to provide a base and model for the longer-term development of post-graduate pre-service awards for languages teachers and the structure and mechanism for collaborative inservice.

More specific objectives of the program were to develop teachers' skills in analyzing and improving their classroom practices, to provide teachers with the means to theorize practice, to inform teachers about key aspects of the *ALL Guidelines* and to give teachers access to up-to-date information about the theory and practice of teaching and learning languages.

General outcomes of the program will be that a group of languages teachers from South Australian schools will have successfully completed a short certificate course of professional development, published materials from the program will be available to languages teachers in Australia and a final report from the program and the evaluator's report will provide a base and a model for the development of a post-graduate pre-service award for training languages teachers in SA

More specific outcomes of the program's certificate course are that teachers who have successfully completed the course have gained an understanding of how to theorize practice, skills in analyzing and improving teaching practices, an understanding of the process of curriculum renewal, a knowledge of key aspects of the *ALL*

Guidelines and information on current theories and practices of language teaching and learning.

EVALUATION AND DISSEMINATION

Evaluation was conducted by an external evaluator. Evaluation occurred during the program by way of:

- regular reports prepared for the Management Committee by the Program Co-ordinator and Research Officer;
- reports prepared on the program for SAIL, the Languages Executive Group of the Education Department of South Australia and the Catholic Education Office;
- questionnaires completed for each module both by contributors to the short course and by teachers following the modules.

Evaluation occurred at the end of the program by way of questionnaires completed both by contributors to the short course and by teachers who have undertaken the course, interviews with a representative sample of these groups and investigation of specific aspects as identified by the evaluator.

The report prepared by the external evaluator took both the continuing and final evaluation into account. Preparation of all questionnaires, conduct of interviews and investigation of specific aspects were the responsibility of the Evaluator.

The report states:

> Thirty teachers of languages other than English took part in the course; I believe that they found it exciting and stimulating, and that it will constitute a base on which they will be able to build during their careers as language teachers.
>
> The initiative has been a successful one for the State. It will be a valuable basis for future teacher development programs, and for a continuing and fruitful collaboration between school systems and the tertiary sector.

Professional Development Project 2
A Methodology for LOTE Teaching K-6

The Catholic Education Office, Diocese of Maitland, NSW, confirms its commitment to identifying and supporting potential LOTE teachers within its system through this project for the inservice training of infant and primary school teachers in the methodology of LOTE teaching.

ASLLP GRANT

Catholic Education Office, Maitland - $35,301.

ADMINISTRATION

The program is administered through a management committee with support from the Association of Ethnic Schools, Newcastle, the German Saturday School and the Migrant Resource Center, Newcastle.

DESCRIPTION OF PROJECT

The program is an inservice project to provide professional development for infant and primary school teachers in the methodology of LOTE teaching, K-6.

A one-semester course of methodology lectures at the University of Newcastle, NSW covers approaches to language teaching, programme familiarization and implementation, communication skills, classroom management techniques for language learning, mainstream integration of LOTE and optimal use of resources.

The curriculum documents (teaching guides) used in the project are both by Dr. M. Tisdell and Professor A. Barthofer: *Syllabus Lesson Profiles: An Oral/Aural Approach for Infants Classes in LOTE:*, (1985) and *An Oral/Aural Approach for Primary Classes in LOTE*, (1988).

A two-semester programme of LOTE is taught in targeted schools, based on the above-mentioned methodology course and curriculum documents. The methodology course is not language-specific.

Participants are infant and primary schools teachers employed by the Catholic Education Office, Diocese of Maitland, or registered with the Catholic Education Office, Diocese of Maitland.

The project's objectives include the identification and professional development of teachers in the Catholic Education system, Diocese of

Maitland, who are proficient in a language other than English; language learning enrichment, through LOTE usage, for K-6 pupils; and multi-lingual/multi-cultural promotion in the schools of the Diocese of Maitland and in their school communities.

Teachers involved in this project will, as an outcome of the project, be confident about using and competent to teach a language other than English, namely, the language with which they are most familiar, be it Arabic, Italian, Spanish, German, French, Japanese, Chinese, etc.

The main outcome of the project will be the integration of LOTE into mainstream curriculum, and the recognition of the personnel resource constituted by LOTE teachers within the Catholic Education System, Diocese of Maitland.

EVALUATION AND DISSEMINATION

Evaluation is both formative and summative.

Formative evaluation is being conducted by means of monitoring visits to schools, seminar/workshop evaluation sessions, and by informal feed-back from school Principals and LOTE teachers.

Summative evaluation will be carried out by means of a survey regarding all aspects of the project. The survey will be completed by participants, course-deliverers and course monitors.

A simple survey will be completed by the children in the project.

Professional Development Project 3
In-Service Education for Language Teachers

This program consists of a number of inservice courses, held at times convenient to educational authorities, aimed at the upgrading of post primary language teachers in skills and language related to the classroom. It was devised in co-operation between Monash University's Faculty of Education and Faculty of Arts, the Victorian Ministry of Education Programs Branch and the Victorian Curriculum and Assessment Board.

ASLLP GRANT

Monash University - $30,000.

ADMINISTRATION

The project is administered by a steering committee comprising of the following persons: The Director, a representative of the Faculty of Education (if not the Director), representatives of the Faculty of Arts, the Victorian Ministry of Education, the Victorian Curriculum and Assessment Board, and the Modern Language Teachers' Association of Victoria.

This committee meets monthly to receive progress reports from the Director.

DESCRIPTION OF PROJECT

This project concentrates on upgrading post primary language teachers' classroom skills and activities, including the initiation of language teachers to computer technology. It is a clear response to the recommendation of the National Policy on Languages for the "provision of certified inservice education for teachers who require language upgrading or language teaching methodology" (Lo Bianco, p. 137), and is in harmony with section c.2 of the National Policy report entitled "Languages, The Media and Modern Technology". The program consists of a number of inservice courses to be held at times convenient to educational authorities, for example, during holidays and weekends. The courses will be repeated on a continuing basis according to demand. The program's aim is to update teachers' knowledge and competence in the following areas:

- new approaches to curriculum design including the VCE LOTE "study design" and the ALL and Frameworks projects;
- VCE LOTE "study design" and course development;
- planning units of work for the VCE;
- assessment with special attention to the new Victorian Certificate of Education;
- linguistic basis of language teaching and learning;
- good current teaching and learning practices;
- activity-based teaching and learning, e.g. drama, role-play and simulation; pair and group work;
- use of computers in the language classroom including computer assisted language learning and multilingual word processing.

Other topics may be added by the steering committee.

The major tasks are the development of the inservice modules at a very high standard, construction of teaching materials for the modules and implementation of the courses and redevelopment of the modules according to feedback from participants.

Given the imminent introduction of the VCE, emphasis on Years 11 and 12 is necessary in the first instance. There is, however, no conflict in methodological approach between the VCE "study design" and the best practices in use in earlier secondary years. The program harmonizes with the Frameworks and ALL Projects.

The methodology used in the inservice workshops is that of guided participation. One sample model consists of an introductory exposition by the module developer/workshop leader, followed by brief discussions to clarify participants' needs and priorities which had previously been identified; then will come examples of materials and approaches intended to meet those needs followed by active participation in constructing sample materials, activities, peer teaching or evaluative report writing, depending on the nature of the module under consideration. Participants are given sample materials and background reading either in advance of the workshop as preparation or to take away after the workshop as follow-up reading. Feedback from participants is used by the course developers to refine the modules.

EVALUATION AND DISSEMINATION

Once developed, the modules will be made available for use by teacher trainers in other institutions in any part of the Commonwealth and will be designed with the possibility of distance

education and self-access study in mind in Victorian country centers such as Yallourn, Bendigo, Ballarat, Geelong and Mildura.

Evaluation is to be carried out on an on-going basis through structured consultation (questionnaires, interviews) with the program's participants.

Professional Development Project 4
LOTE and the Mainstream Curriculum

This project constitutes a modest but innovative extension of the commitment at La Trobe School of Education to specialist LOTE teacher education at Diploma, Bachelor and Masters levels.

It involves a task-force approach with development, trialling and evaluation of materials for classroom use.

ASLLP GRANT

La Trobe University - $29,646.

ADMINISTRATION

The program is administered by a steering committee (July 1989 - November 1991) with representation from the La Trobe School of Education, the Victorian Ministry of Education, the Catholic Education Office and the Victorian Association of Independent Schools. Two members of the Task Force of bilingual teachers also serve on the Committee.

DETAILS OF PROJECT

The project aims to:

- assist LOTE teachers in developing and trialling teaching plans, materials and methodologies which appropriately complement other content areas, and personal strategies which lead to greater co-operation across the curriculum;
- develop materials for LOTE teaching in Australia, and, in particular, provide resources for Years 5-8;
- extend informal and formal inservice offerings and materials for LOTE teachers, and encourage LOTE teachers to undertake on-going professional development and increase their action-research competency.

The project entails the development of a Task Force of teachers already working or planning to work in a bilingual mode, particularly in Years 5-8. The emphasis will be on the development and trialling of materials which are integrated with other aspects of the overall curriculum and which take account of the transition from primary to post primary schooling. To support the work of the Task Force and to provide LOTE teacher education opportunities for others, a new

subject entitled "LOTE and the Mainstream" will be offered within the La Trobe Bachelor of Education Specialist Studies in LOTE. Materials development will include the production of a quality video on bilingual teaching in Years 5-8.

The intended outcomes are:

- generation of new insights into the interface between LOTE teaching and other content areas, and into options for teaching in Years 5-8;
- resources for teachers and teacher educators which have been shown to be effective and have potential for further development;
- for participating LOTE teachers, an improved understanding of their role, concrete plans for action, materials for classroom use, and improved skills in implementing all this in co-operative ways with colleagues from other areas;
- an improvement in LOTE teacher education inservice opportunities, and increased numbers undertaking specialist LOTE teaching studies.

In conjunction with the work of the Task Force, a commercial quality video on bilingual teaching appropriate to Years 5-8 will be developed for use in pre- and inservice teacher education. It will emphasize co-operative methods of working across the curriculum and will target both LOTE and other teachers. It will focus on demonstrating successful and viable practices (rather than simply advocating them).

EVALUATION AND DISSEMINATION

The La Trobe project developers will prepare an evaluation report, which details and analyses:

- the major themes developed in the program and their contribution to LOTE teaching in Australia;
- numbers and types of teachers participating;
- preferences for formal enrolment or informal participation, and reasons for these;
- numbers and types of teachers continuing with LOTE Specialist Studies;
- participants' evaluation (see below);
- any other feedback on the project and its effects;

- the quality and distribution of the publications and video generated by the project, including external evaluation by practising teachers and consultants;

- recommendations for future developments.

Participants are asked to keep an on-going journal. Time is explicitly set aside for working on this and discussing it. The following will be self-reported: initial expectations and professional needs; reactions to B.Ed. classes; reactions to investigations and readings; aspects of classroom teaching and materials development that are being affected; attempts at gaining feedback from own students; responses to and from colleagues. Participants are encouraged to seek systematic feedback from students and colleagues, as appropriate, and to report on this.

LOTE consultants in participants' Regions will be kept informed or will participate in the Task Force. They will be invited to provide written comment on the project and any effects observed in schools.

Professional Development Project 5
Training of Experience Primary School Teachers with a LOTE Background as Primary LOTE Specialists

This project of the Western Australian Ministry of Education aims at assisting in filling a need for primary LOTE education. It complements other initiatives in LOTE in Western Australia and has become a part of the firm commitment to the expansion of LOTE in government schools.

ASLLP GRANT

W.A. Ministry of Education - $100,000.

ADMINISTRATION

The program is administered by the Curriculum Programmes Branch of the Ministry through the established line management of the Branch. In accordance with usual practices, a Reference Group involving Ministry personnel, principals of schools, parents and LOTE methodology lecturers from tertiary institutions is required.

DESCRIPTION OF PROJECT

The principal objective of the program is to increase access to primary LOTE education through the identification and subsequent training in LOTE methodology of qualified and experienced primary teachers with a LOTE background. In so doing, LOTE education will be integrated into the curricula of the primary schools involved.

Expansion of LOTE in the primary field is limited at present by a lack of suitably qualified teachers. However, a potentially large source of future primary school LOTE teachers (namely, practising primary teachers with a LOTE background) has remained untapped. It is this group of teachers which the program targets.

After the identification of potentially suitable primary school teachers, the most important phase of the project was to negotiate with the principals of the teachers for the establishment of primary LOTE program in their schools. In this way, the programs were guaranteed before the commencement of any training of the teachers. This negotiation also involved liaison with parent groups and other members of the school community.

On the basis of the above negotiation, teachers were selected to attend an initial intensive two-week course in LOTE methodology, followed by weekly two-day sessions over the following five weeks (20 days in total). The course was constructed and conducted by an Education Officer appointed for the purpose. It encompasses LOTE methodology, in particular the *ALL Guidelines*, and also provides the opportunity for observation of and discussion with successful LOTE teachers. The purpose of the initial long course followed by shorter sessions is that with the reassurance that they will still have direct contact with the other teachers and the Education Officer (at the end of the total course), the teachers will be able to take advantage of the normal support mechanisms available to LOTE teachers within the Ministry.

Another major task of the Education Officer is to identify and evaluate materials for LOTE teaching in the primary sector. This does not imply the writing of materials, but the use of existing commercial publications and those being produced at present in the many national and state projects presently under way. Thus the new teachers will also have adequate curriculum support for their task.

The intended outcomes of the project are that:

- In the first year, 750 students who would otherwise not have access to LOTE at primary school will have the opportunity to join an ongoing primary LOTE program.
- The pool of qualified LOTE teachers will be increased by 30.
- The methodology used in primary LOTE programmes will be of the highest standard, and some 30 teachers would gain a solid grounding in the *ALL Guidelines*, in line with national trends.
- The project will have Ministry, community and school administrative backing, and thus be more certain of continued support, and would also be included in the School Development Plans of the schools involved, and thus be a priority of the School-based Decision Making Groups in those schools.

EVALUATION AND DISSEMINATION

The evaluation of the program is to be carried out in terms of normal program evaluation procedures in line with established Ministry policy.

Professional Development Project 6
Pathways to LOTE and Bilingual Teaching

The Institute of Education, University of Melbourne, has a strong and well-established commitment to providing professional development opportunities for bilingual/LOTE teachers at the pre-service and inservice level through:

- formal pre-service qualifications for LOTE/bilingual teachers through the B.Ed. (Primary) and B.Ed. (Secondary) / Dip. Ed. LOTE and LOTE/bilingual methodology units;
- formal inservice qualifications for LOTE/bilingual teachers through the Graduate Diploma in Inter-Ethnic Studies and Education (GDIESE) and the innovative two year Master of Education program;
- an innovative Asian Languages Teacher Education Project, focussing on Chinese and Japanese;
- extensive secondment/sessional employment of practising bilingual/LOTE teachers and consultants to contribute to courses;
- support in the bilingual/LOTE Field Experience (Teaching Practice) components of pre-service and inservice courses through the appointment of a bilingual/LOTE specialist.

The Institute of Education already has the desire and the capacity (in terms of buildings, equipment, staff and administrative structures) to extend its provisions for bilingual/LOTE teacher education. However, the bilingual/LOTE Teaching Pathways Project provides for the first time the funding and collaborative structures necessary to establish an alternative pathway to formal LOTE/bilingual teaching qualifications for practising bilingual/LOTE specialists.

ASLLP GRANT

University of Melbourne - $29,500.

ADMINISTRATION

The formal conduct of the course is overseen by a steering committee based in the School of Humanities and Information

Studies Education, Institute of Education. This steering committee is composed of the following representatives/staff members:

1 representative (Chair) - School of Humanities and Information Studies Education
? student representatives
representative - Ministry of Education, Victoria
1 representative - Catholic Education Office, Victoria
1 representative - Association of Independent Schools
2 staff representatives
1 GDIESE Course Committee Representative

The steering committee meets monthly or more often if required. The day-to-day coordination of the project is handled by a sub-committee of the steering committee.

DESCRIPTION OF PROJECT

The program is aimed at upgrading the skills and formal qualifications in bilingual/LOTE methodology and programming of those fully qualified generalist or "mainstream" classroom teachers who have a high level of competence in LOTE(s) but who have incomplete or no recognized academic qualifications in a LOTE and/or no qualification in LOTE/Bilingual methodology and program development.

The program will also develop LOTE/bilingual teaching materials and resources focussing in particular on topic areas of mainstream curriculum.

The program will build on and extend the well-established existing provisions within the Institute for the pre-service and inservice education of LOTE/bilingual teachers through the setting up of alternative pathways to formal LOTE/bilingual teaching qualifications. Those fully qualified teachers with no qualification in LOTE/bilingual methodology and program development would take at least two appropriate semester-length units from the Graduate Diploma in Education and Inter-Ethnic Studies (GDIESE) as single subject units.

If, after enrolling as continuing education students and completing these units as single subject enrolments, the teachers wished to go on to enrol formally in the GDIESE, they would be eligible for exemption from the units passed subject to Course Committee approval.

The most appropriate GDIESE units would be:

> Linguistic and Second Language Teaching Methodology II
> This existing GDIESE unit builds on formal studies of the nature of language through a focus on second language learning and teaching in the Australian socio-cultural and ethno-linguistic environment. The unit will explore a range of theoretical and practical issues involved in the learning.

teaching and evaluation of the macro-skills. A formal part of the evaluation requirements will consist of an individual/group project on some aspect of the course aimed at a specific target audience and presented as if for potential publication.

Bilingual/LOTE Programming and Evaluation

This new GDIESE unit is aimed at developing the student's knowledge and skills in planning, implementing and evaluating bilingual and LOTE programs within the Victoria/Australian socio-cultural environment.

Special emphasis will be placed on the role of bilingual/LOTE teachers in initiating and supporting educational change in schools. Specific topics will deal with transition from primary to post-primary schools, the relationship of LOTE to the mainstream curriculum and mother tongue versus second language pedagogy. A formal part of the evaluation requirements will consist of a materials development project which will enable students to prepare resources or units of work for their own LOTE/bilingual program as well as for potential publication.

In addition to the two GDIESE units on methodology and programming, up to 15 places would also be available for teachers to upgrade their formal qualification in their LOTE(s) through intensive study of the LOTE(s). The Institute of Education, in conjunction with the Faculty of Arts, does offer a wide range of LOTEs, including Chinese and Japanese. However, given the budgetary constraints and time-frame of this project and the needs of the employing institutions, the Institute has only been able to offer Italian as a separate accelerated program designed for the specific needs of LOTE/bilingual teachers. This upgrading in formal academic study of Italian would be designed so as to lead to the approved standard for the teaching of Italian in a primary or post-primary context, i.e. equivalent to Second Year Italian in the Institute of Education.

The possibility may also exist for these units (both on LOTE and LOTE methodology) to be incorporated into the discipline and education components of the innovative two year equivalent Master of Education if the teacher is enrolled in that course. This allows formal credit to be received for advanced LOTE studies and methodology which would then provide the foundation for the development of a much higher level of practical and theoretical knowledge about LOTE/bilingual Education. The Master of Education is open to four year trained teachers and is normally taken part-time over four years. The traditional M.Ed. (Thesis) and Ph.D. studies are also available.

EVALUATION AND DISSEMINATION

Evaluation is an on-going process employing a variety of instruments and sources. Clear criteria for evaluation are established by the steering committee before the commencement of the actual teaching component of the program. Comment and feedback from a variety of sources will be actively encouraged, including the following:

- a journal of comments and reactions to be kept by students in their first language;
- discussion groups in the first language will be used for an informal report on a monthly basis to be collected and sent to the steering committee;
- staff members will keep a running record of their own observations and reactions and will report regularly to the steering committee;
- members of the steering committee and other interested persons will be invited to observe classes and/or talk to students and submit an informal report to the steering committee of their observations;
- post-course interviews will be conducted with staff, students and representatives of employing authorities at least three months after the end of the course;
- the materials/resources developed through the units will be formally trialled and evaluated by questionnaire/interview;
- an external evaluator will be asked to collate the evaluation comments and to assist in the formal and informal evaluative procedures. That person will then prepare a separate report for the funding agencies on the effectiveness of the program.

Professional Development Project 7
Bilingual Education and Language Across the Curriculum for LOTES

Victoria College currently offers a Diploma of Teaching (LOTE). Languages currently offered are Chinese, Indonesian, Italian, Greek, Turkish, Hebrew, Croatian, Serbian and Vietnamese. Students of this strand of the Diploma of Teaching undertake language studies as part of a major sequence and curriculum studies in LOTES in second and third year. The course is run on a joint basis with the Faculty of Arts providing the language studies component and Teacher Education Faculty providing the curriculum and methodology components. Co-ordination of the program is achieved through the Victoria College LOTE Liaison Committee which includes representatives of both faculties. A range of programs is offered at inservice level, but this program concerns units not offered at this level.

While the existing program offers a basis for teachers to establish and develop LOTE programs in schools, it is clear that more could be done. Contact with primary schools indicates that, for many primary schools, the LOTE is seen as an additional subject and not an integral part of the program. The LOTE is seen as an "insertion-type" program which provides time release for the grade teachers. According to Lo Bianco (1987) such "insertion-type" programs form the "overwhelming majority of Italian programs in Victoria" and it appears that the statements holds true for other LOTE programs. The more effective approach to teaching LOTES is through programs in which the language is not taught as a subject but as a medium for the teaching of another subject. Such "partial immersion" programs create the environment in which students creatively construct sentences, make hypotheses about the language and attempt to communicate simple messages as they learn subject matter content.

For such "immersion-type" programs, two requirements are essential: a methodological orientation which emphasizes bilingual approaches and language across the curriculum techniques; and appropriate subject area materials in LOTES. There is a serious lack of curriculum materials and resources available to LOTE teachers yet the initiation of appropriate programs and methodology requires specific materials. There is also a significant group of teachers working in primary schools who could offer appropriate programs to students given an appropriate set of strategies, approaches and materials.

ASLLP GRANT

Victoria College - $30,500.

ADMINISTRATION

The program is managed through the Victoria College LOTE Liaison Committee with membership drawn from the Faculty of Arts and the School of Primary Education and including student representatives.

DESCRIPTION OF PROJECT

This program is an attempt to improve the quality of the LOTE programs offered in primary schools by offering two units not currently available. The two units are provided initially as single subjects at the post-initial level and classes are conducted after school hours. The units are therefore accessible to teachers who are currently employed full-time in schools. These units are:

- A one semester unit entitled "Bilingual Education and Language Across the Curriculum - Methodology". This was offered in semester two, 1989.

- A one semester unit entitled "Bilingual Education and Language Across the Curriculum - Materials Development". This unit is offered in semester one, 1990, and the completion of the methodology unit is a pre-requisite.

Students undertaking these two units will have an appropriate level of competence in the LOTE and languages chosen will reflect the priorities of the employing authorities. The materials development unit is taught by staff of the School of Primary Teacher Education and the Faculty of Arts working in close co-operation to ensure that the materials developed are pedagogically and linguistically sound. The materials development involves consultation with teachers, administrators, "Frameworks" writers and consultants and has as its aim the development of curriculum packages.

The program will run until November, 1990, when completed materials will be published.

EVALUATION AND DISSEMINATION

The evaluation of the teaching of the program follows the normal College processes. The effectiveness of the program as a whole, however, will be appropriately evaluated only after the materials have been placed in schools from 1991 onwards. For this reason a notional sum of $1,000 has been allocated in the budget to enable follow-up evaluation after the completion of the project. Major measures of the effectiveness of the program will be the extent to which graduates have been able to introduce bilingual programs in the school; and the effectiveness of the materials prepared by students. This can only be gauged by their effectiveness in practice.

Professional Development Project 8
Language and Methodology Upgrading for LOTE Teachers (Primary and Post-Primary)

This is a program established at the Institute of Catholic Education - Mercy Campus, Victoria, which has a long-standing commitment to LOTE as evidenced in the incorporation of an accredited major area of LOTE studies within the B.Ed. Primary course, a Modern Languages Method course in the Dip.Ed. Secondary program and a LOTE and LOTE Methods course, the Grad.Dip. in Ed. Multicultural Studies.

The program attempts to address the need to develop teachers' fluency in the LOTE taught and to overcome some of the shortcomings associated with inservice by the provision of intensive and regular exercises requiring commitment over a length period of time.

ASLLP GRANT

Institute of Catholic Education - Mercy Campus - $30,000.

ADMINISTRATION

The program is managed and coordinated by an appropriately established management committee consisting of:

- Representative from ICE
- Representative from CEO
- Representative from LOTE teachers
- Representative from Ministry of Education
- Representative from tertiary teacher training institutions
- LOTE consultants from CEO and Ministry.

The functions and powers of the management committee are to take responsibility for the decision making process regarding the setting up and the running of the program; hiring of staff; funding of program; and liaising with other institutions.

DETAILS OF PROJECT

Target groups and objectives:

- Teachers of LOTE with a major in CL - to upgrade language and methodology, as well as gaining materials preparation experience;

- Teachers of LOTE with a language major but no method - to upgrade LOTE and to do methodology;

- Teachers with some units in LOTE, but with no major - to upgrade LOTE and to do methodology;

- Teachers with LOTE competence but with no formal study and/or no teaching experience in LOTE - to take a major in LOTE and to do methodology;

- Teachers with a major in one LOTE and LOTE method, wishing to take up the study of another LOTE - to take a language sequence in the second LOTE.

Intended outcomes are competence in LOTE and competence in LOTE teaching methodology.

This program attempts to answer the language and methodology needs of the participants. Basically, it takes into account the four macro language skills and it focuses on those aspects which emerge from both the lecturer's assessment of the participants' needs and the participants' own stated needs.

The approach adopted, while eclectic overall, emphasizes functional/notional and communicative principles of language development and language teaching. The methodology unit emphasizes the theoretical and practical principles exposed in the *ALL Guidelines (Language Learning in Australia)* and in the *LOTE Framework*, p. 10.

Tasks set include, among others, the following:

- study/revision of formal aspects of LOTE;

- conversational practice;

- written assignments of a practical nature;

- situational practice;

- use of language laboratory and video facilities in the listening and speaking language work;

- materials production - this will include and encourage the preparation of bilingual materials, especially by the participants who have already been involved in LOTE bilingual programs and those who have the potential to become bilingual teachers;

- observation of LOTE teaching in schools, by experienced LOTE teachers;

- teaching practice in LOTE at local schools.

EVALUATION AND DISSEMINATION

The evaluation of the program is carried out both on a continuous basis and at the end of the program. It will employ questionnaire techniques; interviewing techniques; direct assessment/testing techniques and overall evaluation by an external agency.

Professional Development Project 9
Language Teaching Skills
Assessment of Needs in Australian Schools and Skills Upgrading

This program, based at the University of Sydney and endorsed by the NSW Department of Education, is designed to enhance the skills of modern language teachers through a needs based approach to professional development.

DESCRIPTION OF GRANT

University of Sydney - $73,000.

ADMINISTRATION

The body which oversees the program is a committee comprising the coordinator, two senior academics from modern language departments of the University and two senior administrators from the NSW Department of Education.

The committee meets every three months to review the progress of the program and decide on any major changes needed in its contents or budget. The everyday coordination of the program is in the hands of the coordinator, who meets with the teacher-advisors and other appropriate staff to prepare and manage the development of inservice units, materials, etc.

The coordinator initiates and oversees all work to be carried out by contracted specialists, such as the interviewing of teachers, video production, etc.

The coordinator will also pool all course-materials and prepare the manuscript of the textbook resulting from the program.

DESCRIPTION OF PROJECT

The program during 1989 consisted of four major components:

- needs analysis: determining the skills that need to be upgraded in order to attain the objectives set by the Department of Education;
- development and pilot-runs of inservice courses;
- production of inservice materials (books, videos, exercises, tests, etc.);

- the development of a new cumulative M.A. program at the University of Sydney.

For the first year, the thematic components of the inservice package will be basic language teaching skills; the place of grammar in communicative language teaching; language testing in the classroom; and computers in language teaching.

EVALUATION AND DISSEMINATION

A strong and objective evaluation of the effectiveness of this program is provided in the assessment of the participants which will be carried out in the classroom as well as academically. This evaluation instrument will be used throughout the life of this program so that its effect can be evaluated for years to come.

In addition course evaluations will be carried out for every individual inservice course, to obtain assessment from the participants' perspective. For this purpose regular questionnaires will be used and analyzed by the administering committee.

A wider evaluation of the effect of this program on the teaching of foreign languages in Australia can only be carried out when the program has been given time to have an impact. At that stage the instrument developed for the needs analysis of this program could be re-applied to a new sample of classes; the result can then be used for a comparison.

Professional Development Project 10
Preservice Professional Development for Deaf Community

The Australian Deafness Council (NSW) was awarded a grant to provide pre-service education to deaf community language teachers through the Adult Education Center for Deaf and Hearing Impaired Persons and the NSW Department of Education, Student Support Services Directorate.

ASLLP GRANT

Australian Deafness Council of NSW - $60,000.

ADMINISTRATION

The Board of Management of the Adult Education Center for Deaf and Hearing Impaired Persons Inc. manages this program. This Board consists of eight elected and five appointed members, the majority of whom are hearing impaired. Members of this Board assume responsibility for the management of funds received.

The Project Management Team (PMT) comprises representatives from: TAFE, Educators of Deaf Students Association, NSW Department of Education, Concerned Deaf for Total Communication in Education, Australian Deafness Council (NSW), NSW Association of the Deaf, Deaf Society (NSW), Adult Education Center for Deaf and Hearing Impaired Persons Inc., and Sign Language Instructors Meeting. The PMT has set up and implements the program.

DESCRIPTION OF PROJECT

The program seeks to support and refine current fledgling attempts to introduce Australian Sign Language (AUSLAN) into schools, and to allow for the expansion of projects which are in action on a voluntary basis, both in primary and secondary schools. It is proposed to accomplish this by training deaf community language teachers to enable the provision of community language programs through various nursery, primary, secondary, tertiary and adult education facilities. The program is designed to develop skills in two languages, AUSLAN and English, for the AUSLAN Community Language teachers graduating from the workshops proposed in this program.

This program seeks ultimately to allow for mother tongue maintenance in deaf children of deaf parents and second language acquisition, via immersion methods, for deaf children of hearing

parents. At present this is not attempted in any systematic way because of the lack of trained community language teachers of Australian Sign Language.

At the end of the development of the proposed modules and after the proposed National Deaf Community Language Teachers Workshop, graduates will have acquired:

- recognition of their potential as community language teachers;
- improved skills in teaching of their native language;
- improved general language skills as they pertain to the teaching of a second language;
- improved English skills as they pertain to the teaching of a second language;
- an ability to utilize resources generated from this course;
- competence in developing the skills of other teachers of AUSLAN as a community language;
- improved skills in the receptive and expressive use of AUSLAN as a means of communication;
- an ability to initiate and implement ongoing community language teacher training workshops based on the modules produced.

Intended outcomes of the project are the development of three community language teacher training modules. These will focus on developmental aspects of teacher training such as English for LOTE teaching, management skills (time, small groups), reinforcement skills, general classroom practices and ideas for teaching.

Each module will consist of printed materials; audio-visual materials; course outlines; a video explaining and demonstrating teaching concepts in AUSLAN; teachers' guide (including classroom ideas, games, supplementary materials); class notes/handout materials.

EVALUATION AND DISSEMINATION

The project management team conducts formative and summative evaluations using evaluators from the NSW Department of Education, Brisbane CAE, Macquarie University and other selected personnel.

Professional Development Project 11
New Perspectives and Methodologies for LOTE Teachers

The focus of this program is the development of new pedagogies in LOTE teaching. The program was produced by the Tasmanian Education Department in collaboration with the University of Tasmania and the Tasmanian State Institute of Technology through the Center for Continuing Education of Teachers.

ASLLP GRANT

Tasmanian Department of Education - $50,000.

ADMINISTRATION

The program is coordinated by a Principal Education Officer and a seconded teacher who have responsibility for administration. Their work is guided by a program advisory group which involves representation from the Staff Development Section of the Education Department, from the Modern Languages Department and Center for Education in the University of Tasmania and from the School of Education of the Tasmanian State Institute of Technology.

DESCRIPTION OF PROJECT

The intention of this program is to bring a renewed focus on second language learning in Tasmanian schools, with particular reference to Years 6-9, through revitalizing the commitment and teaching skills of teachers of second languages. The success of this program will significantly increase the number of LOTE students in our schools.

The focus of the program is on the development of new pedagogies in LOTE teaching.

Through a brief introductory language learning experience, either of a new language or of more of their second language (where proficiency needs to be enhanced) and within an appropriate cultural context, teachers are provided with an opportunity to reflect on how, as individual learners, they acquire a second language.

This critical reflection on language in combination with a consideration of methodological expertise is the basis upon which teachers will review their current teaching approaches and techniques. Through the co-operative sharing of ideas they will be

encouraged to develop new approaches for trialling in their classrooms.

It is intended that this program will form the first component of a larger three-year project, in which the second and third phases will provide professional development for a wider group of teachers and cater for LOTE teaching in Years 10-12.

The project, while dealing with quite different populations, complements one submitted by the University of Tasmania. Both submissions were prepared in concert and deal with three major groups of teaches of LOTE: a leadership group of experienced teachers, a wider group of LOTE teachers of varying degrees of experience, and teachers who are about to enter the teaching service.

The work with each of these three groups is essential to the renewal of teaching of LOTE in Tasmanian schools and the implementation of the new Tasmanian Certificate of Education commencing in 1990.

The project's objectives are:

- to increase teachers' proficiency in their target language and to highlight the changing nature of the various aspects of language use;
- to enhance teachers' cultural awareness and understanding and to re-affirm the critical integration of language and culture in LOTE programs;
- to assist teachers to recognize that different languages and students' differing learning needs (including ability levels, age, gender, cultural backgrounds, and so on) require a variety of methodological approaches;
- to provide teachers with quality models to assist them to re-assess and to redevelop their own classroom teaching skills.

The program will:

- bring renewed focus on LOTE in Tasmanian schools through revitalizing the commitment and the teaching skills of LOTE teachers;
- significantly increase the number of LOTE students in schools;
- develop a greater awareness of LOTE as an essential component of the school curriculum;
- play a fundamental role in the implementation of the new Tasmanian Certificate of Education (with particular reference to LOTE) to be introduced at Year 9 level in 1990.

EVALUATION AND DISSEMINATION

On-going evaluation is planned. Expertise of the Department's Curriculum Development and Education Section will be utilized.

Research Studies In Bilingualism

This project, one of the national level projects identified for funding in ASLLP for 1989, involved the preparation of three papers dealing with different aspects of bilingualism.

DETAILS OF BRIEFS AND GRANTS

Psycholinguistic Aspects ($3,500)

- consider the effects of bilingualism on the different areas of children's development and issues such as whether and in what way thinking skills are affected by bilingualism;

- consider the role of attitude and motivation in fostering bilingualism and the effect these and other psychological factors may have on the maintenance or decline of bilingual competence in individuals. Other aspects considered relevant to the topic should also be examined.

Sociolinguistic Aspects ($3,500)

- briefly outline the relationship between linguistic variables and extra linguistic, socially-based variables. Explore the relationship between sociolinguistic research and teaching of communicative competence in a second language;

- consider the current situation as regards the ecology of languages in Australia, focussing on the factors which afford or deny prestige to particular LOTES or varieties of LOTES. Examine how these factors affect bilingual competence generally.

Bilingualism and the School Community ($3,500)

- school community is considered to encompass students, teachers, parents and school administrators;

- consider the respective roles of the school and parents in encouraging bilingualism and attempt to define the realistic level of bilingual competence students may be expected to attain;

- set out the conditions of success for bilingual education and offer some practical suggestions for schools intending to offer such programs and for parents intending to foster bilingual skills in their children.

OUTCOMES

The project resulted in the production of three monographs.

Psycholinguistic Aspects of Bilingualism (S. Döphe, T.F. McNamara & T.J. Quinn, Russian Language Studies, University of Melbourne).

This paper considers psycholinguistic aspects of bilingualism from two perspectives: the psychology of the individual and social psychology.

After a description of the linguistic development of bilingual children, the authors present research comparing bilingual and monolingual children with respect to cognitive development. Following that, the emotional importance of speaking the parents' language and reasons for bilingual children's relatively high rates of school failure are discussed. The role of attitude and motivation in language maintenance and loss as well as in the acquisition of a second language are discussed in the context of social identity theory. The paper concludes with suggestions or recommendations which appear to be aimed at parents. The paper is accompanied by a comprehensive summary.

The Sociolinguistic Aspect of Bilingualism: Bilingualism and Society (Dr. George Saunders, Macarthur Institute of Higher Education, School of Education and Language Studies).

The paper looks at bilingualism from a sociolinguistic perspective. It considers bilingualism not only from the linguistic point of view but also looks at socially based variables (e.g. the English speaking community's attitude towards languages other than English and their effect in the maintenance of bilingualism). The paper stresses a number of language concepts around which the text is constructed. These include transference from English, code switching, language shift and factors which favour language maintenance. While no recommendations are isolated, a number of clear recommendations are implied throughout the paper.

Bilingualism and the School Community (Marta Rado).

This paper contains an abstract and a summary of recommendations which are reproduced in full below. The paper also discusses conditions of success for bilingual education. In order to create and/or consolidate these conditions, a coordinated policy is required. The reasons for a particular line of action are discussed and comprehensive guidelines for its implementation are given.

Abstract

This paper focuses on bilingual education as an effective way of developing bilingualism. Consequently much of the discussion is relevant to language teaching as such, whether LOTE or ESL. The presentation of various bilingual education models implemented overseas, particularly in Canada, the UK and the US, is followed by a review of the bilingual education scene in Australia. There is much planning across the states in the language teaching field. Some bilingual education programs are also operative, but these are mostly in the primary as opposed to the postprimary sector. This is a matter of concern, since bilingualism, to be of lasting value, must be supported throughout

the whole language development period which reaches into post-adolescence. With this in view, rationales, guidelines, objectives and recommendations are provided to show how educational authorities, tertiary institutions and members of the school community can enhance the effectiveness of language/bilingual education throughout the whole period of schooling.

Summary of Main Recommendations

- make educational authorities and school communities responsible for creating a favorable climate for language learning/bilingual education;
- ensure stability and continuity to higher levels of language learning/bilingual education programs;
- encourage integration of programs into the school curriculum;
- encourage co-operation across the various educational institutions and language teaching services;
- co-ordinate the certification of student achievement, evaluation of programs and research;
- give priority to the development of bilingual teaching methodology;
- rationalize staffing and resources;
- establish support services on national and state levels for all language learning/bilingual education program providers;
- expand teacher/teacher aide pre- and inservice education in this area and provide scholarships;
- provide educational opportunities (e.g. courses, seminars, workshops) for the non-teaching members of the school community, e.g. parents, social workers;
- raise student awareness concerning the value of bilingualism and provide student scholarships.

PART 3
GENERAL ELEMENT PROJECTS

Australian Capital Territory

Australian Capital Territory
An Overview

The following is a summary of a roundtable discussion held with representatives of the government and non-government education sectors. It is a compilation of views expressed by the individuals concerned, and does not necessarily represent the official position of the systems involved or a state consensus on any particular issue. Its purpose is to give an overview of reactions to the ASLLP program, and to LOTE issues in the Territory.

In the ACT, the Catholic and non-Catholic, non-government sectors have combined to submit joint ASLLP submissions. In 1988, funds were distributed mainly on school-based activities. Since that period a project coordinator has been partly funded to facilitate administration of the program, professional development and school-based initiatives.

The ACT Department of Education commits its ASLLP funds to system-wide initiatives under guiding principles which acknowledge the importance of languages as an element in the education of all children, which state that students should have access to language programs from early primary years and which encourage the organization and strengthening of clusters within each region.

LOTE teaching in the Territory has been affected by administrators and by in-service activities connected to ALL at an early stage and a time that was advantageous for ASLLP.

ASLLP FUNDING AND POLICY

The government and non-government systems in the ACT have received a combined total of nearly $400,000 in General Element funds.

AUSTRALIAN CAPITAL TERRITORY - ASLLP GRANTS

YEAR	GENERAL ELEMENT	NATIONAL ELEMENT
1988	$89,000	-
1989	$151,000	-
1990	$151,000	(not allocated)
TOTALS	**$391,000**	-

System representatives have no criticism of funding and policy except in connection with time lines. The fact that funds have not been available at the start of the year has been inconvenient, especially for independent schools, and a central strategic plan is advocated.

There is also a felt need for information on other projects, both in the National and the General Element, and some kind of ASLLP newsletter is recommended.

There is agreement on the balance between National and General Elements but the need for dissemination of outcomes was expressed.

Some doubts were expressed in connection with the ASLLP - ASC nexus where coordination and sharing of resources seemed to be called for.

OBJECTIVES

A number of activities, improvements and developments were seen to have happened as a result of ASLLP funding. These included the appointment of LOTE personnel, an improvement in the status and development of language teachers, a feeling among teachers that language is now regarded as important, increased opportunities in primary schools, the development of a strategic plan and the production of excellent teaching and learning materials (which should be shared).

Bilingual education is regarded as important and there has been some development. There is some doubt that this development can be attributed to ASLLP.

Continuity problems are avoided to some extent by the Department's policy on cluster development but teacher supply causes the same concerns as in other states and territories systems.

OUTCOMES

There is considerable enthusiasm for the outcomes of ASLLP in the ACT The program's objectives are seen as consonant with system objectives and the funds have enabled personnel to fulfil perceived needs that would have remained unsatisfied.

The curriculum documents being produced follow the *ALL Guidelines* and will be able to be used nationally.

In-service education and other professional development funded by ASLLP are seen to be producing a more competent teaching service and higher teacher morale.

FUTURE DIRECTIONS

The effects in the government sector will continue after ASLLP funding has ceased, with less impetus inevitably. Other sectors have concerns regarding maintaining quality and the impetus developed in primary education without the imposition of greater burdens on fee-paying clients.

The government schools' strategic plan for the period 1990-2000 will ensure future progress. Clause 6.3.2 .is indicative:

> Where staffing is provided from sources outside the ACT Teaching Service, schools should gradually integrate LOTE programs into the school curriculum with regular ACTTS staffing. Teachers other that ACTTS staff should be employed as resource person,s and receive full support from the principals in adapting to the ACT educational system.

Personnel were concerned that Asian languages appeared to be receiving emphasis and drew attention to changes in Europe such as the opening of country borders and the creation of the European Community as a single economic entity in 1992, events which must impact on the need for LOTE in our communities. Strategic planning at all levels is regarded as necessary to achieve the required balanced result.

PARTICIPANTS

Helen Reid - LOTE Consultant, Education Department, ACT
L. Morris - Project Coordinator, CEO

REVIEWER

Mos Dixon

Australian Capital Territory
Department of Education

The ACT Department of Education has recently produced a *Guiding Document for LOTE Programs in ACT Government Schools, 1990-2000* which will guide the expenditure of funds provided under ASLLP and from other sources in the future and the development of the significant programs already established.

ASLLP GRANT

ACT DEPARTMENT OF EDUCATION DETAILS OF GRANTS

PROJECT	1988	1989	1990
Spanish National Language Curriculum	$25,000	$30,000	$30,000
Evaluation and Review of LOTE Programs	$15,000	$15,000	$15,000
Professional Development	$9,000	$40,000	$30,000
In-Service Package	$10,000	-	-
Strategies for Promoting Community Languages	-	$15,000	-
LOTE in Primary Schools	-	-	$15,000
In-Service in Language Teaching Methodology	-	-	$10,000
TOTALS	**$59,000**	**$100,000**	**$100,000**

ADMINISTRATION

The projects funded under ASLLP are administered through the structures of the ACT Department of Education. In connection with LOTE the Department's commitment for 1990 are:

- employment of a full-time LOTE consultant;
- publication and promotion of the Guidelines document;
- planning of new programs in Asian languages;
- organization, administrative support and resourcing for the in-service of teachers;
- evaluation and renewal of LOTE programs; and
- promotion of new programs in primary schools.

DESCRIPTION OF PROJECTS

Spanish National Languages Curriculum

This project has involved the development of a set of curriculum guidelines for the teaching of Spanish K-12 following *ALL Guidelines*. Years K-6 were targeted for 1988 with subsequent trialling and development and progression to later years. The project provided for in-service training and opportunities for co-operation and collaboration.

Evaluation and Review of LOTE Program in Primary Schools

The aim was to evaluate primary school programs in languages other than English, in order to provide a description of the various approaches adopted, and an analysis of their particular advantages and disadvantages, as well as an account of their problems and needs. Such a record of existing programs would be helpful to schools planning to introduce a second language program, as well as providing an overview of these programs.

A wide survey was conducted in 1989. A Project Officer was appointed to undertake the survey of a representative group of students, staff, parents and community from primary and secondary schools. A theoretical framework for such a survey was established so that the report could be analytical and coherent rather than purely descriptive.

The study focussed particularly on entry and exit levels, in order to explore needs and attitudes with regard to LOTE programs in schools, and to establish the reasons for dropping enrolments in many LOTE programs.

The Project Officer discussed with teachers strategies for effective language teaching and defined effective procedures for the interface of programs at entry levels to high school and college.

The information obtained will be analyzed and written up in report form to be distributed to schools and interested bodies.

Professional Development of Teachers

Regular inservices was provided in structured form to provide opportunities for all teachers in the ACT to develop communicative courses based on the *ALL Guidelines*. These inservice activities were held at regular intervals during the year for primary, high school and secondary college levels. General inservice activities were also held to work on strategies for interfacing between primary and high school, and secondary college.

Teachers had the opportunity to pool expertise and develop techniques and strategies for effective language teaching. Where practicable, guest speakers were invited to provide expertise on skills and methodology.

Emphasis was placed on the development of strategies for teaching composite classes, such as individualization of instruction, group work and use of modern technology. Techniques for using community resources and authentic documents for communicative language teaching were also studied.

Inservice Packages

These courses have increased the pool of language teachers available in certain languages where resources are lacking. They consisted of refresher courses or tutor groups, support for trained teachers in a summer course and a course conducted by Canberra CAE.

Strategies for Providing Community Languages

Details of this project are contained in the following submission:

> Two Project Officers to be employed on a part-time or casual basis, each expert in a major community language (Greek and Italian are the languages envisaged) and skilled in negotiation with community groups as well as in innovative teaching strategies, including use of the media.
>
> Initially an inservice will be held on March 1st, with a visiting teacher of Italian and writer for the ALL Project team/National Assessment Framework for Year 12. At this meeting problems and needs of existing programs will be clarified and strategies discussed for innovative ways of promoting community languages.
>
> A general overview of existing programmes will be obtained through discussion and evaluation materials, and further research into problems and needs undertaken. Strategies will then be developed, with the help of local teachers and experts, and input from visiting experts such as Marta Rado and Ruza Ruzic. They will be discussed with teachers at inservices, trialled in classes, and the results summarized for publication.
>
> Key concepts will be:
>
> - exploring and trialling strategies for interface of programs at entry levels to high school and college, including individualization of instruction and use of modern technology;
> - the integration of language programs with other curriculum areas such as social education and media by such strategies as the development and recording of oral history projects;
> - records of local, community and/or family events on audio and/or video cassette;
> - transcribing these cassettes and developing ways of using them as authentic documents for linguistic or sociocultural purposes;

- establishing a data base of resources for specific languages which is accessible to teachers, and encouraging teachers to do likewise;
- establishing and maintaining links between teachers of a specific language at schools within regional clusters.

LANGUAGES AND YEAR LEVELS SUPPORTED

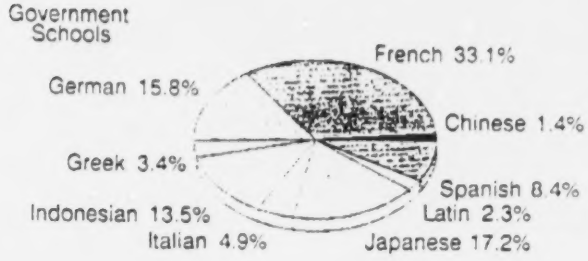
The graph below from the ACT Department of Education Foreign Language Survey indicates the scope of language learning supported in the ACT.

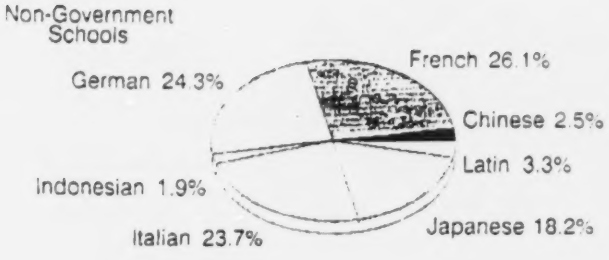
FOREIGN LANGUAGE SURVEY

In ACT Schools - 1989

Ref 89.7.1 October 1989

FOREIGN LANGUAGE ENROLMENTS BY LANGUAGE 1989





Enquiries STATISTICS UNIT Ph 46 9330

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EVALUATION AND DISSEMINATION

Evaluations of programs have proceeded according to established procedures in the ACT Department of Education.

Evaluative statements available indicate that evaluations to date of the draft primary curriculum (Spanish) have been very positive and teachers are highly appreciative of the opportunities now offering for professional development.

SUCCESSES AND CONCERNS

Concerns expressed include:

- inadequate time-lines at the commencement of the program;
- lack of coordination in connection with Asian Studies Council activities;
- information on other projects is not available to assist planning and conduct of projects;
- maintenance of quality if funding ceases;
- the need to ensure that European language teaching is not adversely affected by demand for Asian languages.

PERSON INTERVIEWED

Helen Reid - LOTE Consultant.

Australian Capital Territory Association of Independent Schools

The ACT non-government schools communicate and liaise through the Association of Independent Schools (ACT) which incorporates the Catholic systemic and non-Catholic independent schools in the Territory.

ASLLP GRANTS

ACT ASSOCIATION OF INDEPENDENT SCHOOLS DETAILS OF GRANTS

1988

Teaching Materials in German, Chinese and Japanese.
Programs in Japanese, French and Italian.
Professional Development in Mandarin.
Package for Computer-Assisted Learning in Foreign Languages.
Extension and Development of a Unitized Language Program.
Administration and Evaluation.

TOTAL GRANT $30,000
(incl. Sc. $23000 - C.E. $7,000)

1989

Project Officer.
Professional Development.
Provision of Resources.
Participation in ALL Project.
School-Based Initiatives.

TOTAL GRANT $51,000
($39000 - $12,000)

1990

0.4 F.T.E. Project Officer	$18,000
School-Based Initiatives.	$32,000
TOTAL GRANT	**$50,000**

ADMINISTRATION

A Joint Committee met during 1988 and 1989 to manage the affairs of ASLLP. This Committee consists of representatives of the CEO, AIS, Catholic Education Commission, DEET and the project coordinators.

DESCRIPTION OF PROJECTS

The aims of the non-government schools program are to:

- stimulate quality developments in second language learning by responsibly providing funds at the school level, so that successful initiatives already in existence may be further fostered and promoted to other non-government schools;

- support and extend developments in the learning of languages relevant to school community (including both second language learning and the maintenance of first languages) and of those of economic importance to Australia;

- fostering the development of activity both as mother tongue and second language acquisition;

- make increased provision for continuity of the language program from primary to secondary schools.

The ACT Non-government Schools Program Committee is concerned totally with fostering the improvement of second language learning and disseminating exemplary practices across the Territory.

The projects listed above describe school initiatives generally. Payment of 0.4 FTE of a salary for the coordinator plus on-costs and support accounts for 34% of the grant, with school level costs amounting to about 60%.

School-based support for 1990 is offered to seven schools.

LANGUAGES AND YEAR LEVELS SUPPORTED

The languages supported are Spanish, Indonesian, German, Italian and Japanese at both primary and secondary school level.

EVALUATION AND DISSEMINATION

Evaluation procedure varies with the range of schools involved.

Informal evaluation indicates a general satisfaction with the program consonant with opinions in government schools.

SUCCESSES AND CONCERNS

Some concerns expressed were:

- effect on quality when funding ceases;
- expectations being created in primary schools and their effect on provision of resources;
- the lateness of receipt of funds after schools are committed to projects;
- the need for in-service for school administrators.

PERSON INTERVIEWED

L. Morris - Project Coordinator.

New South Wales

New South Wales
An Overview

The following is a summary of a roundtable discussion held with representatives to the government and non-government education sectors. It is a compilation of views expressed by the individuals concerned and does not necessarily represent the official position fo the systems involved, or a state consensus on any particular issue. Its purpose is to give an overview of reactions to the ASLLP program and to LOTE issues in the state.

The three education systems in NSW differ markedly in their approach of ASLLP funds. The Catholic sector distributes most of the available funds to diocesan offices for use in mainly school-based and teacher development projects. The independent schools sector, because of the very nature of the "system", disperses funds through individual, autonomous schools, in teacher development and general teacher support.

In 1988, the major initiative of the NSW Department of Education under ASLLP was the appointment of 25 teachers of nominated languages (Japanese, Chinese, Spanish, Arabic and Vietnamese) to selected high schools above the normal staffing entitlement of the school.

The tasks set for these teachers is to promote student and community interest in the study of the respective languages, as well as to develop teaching materials for use in their schools (but also on a state and national level). At the same time they are exposed to a series of professional development courses aimed at enhancing their classroom practice and improving the quality of their programs.

In 1989, additional suitably qualified language teachers were appointed, above establishment, to nominated clusters of primary and secondary schools in an Exemplary Language Continuity Program.

These two programs accounted for 88% of funds provided ($1.53 m) in 1989.

Co-operation between systems involves sharing of language consultancy support, representation at in-service activities, cooperative development of curriculum documents, information sharing and sharing of teaching materials.

ASLLP FUNDING AND POLICY

The state of New South Wales ASLLP General and National Element Grant totals (all systems) are as follows:

NEW SOUTH WALES - ASLLP GRANTS

YEAR	GENERAL ELEMENT	NATIONAL ELEMENT
1988	$1,234,000	-
1989	$2,084,000	$98,801
1990	$2,084,000	(not allocated)
TOTALS	**$5,402,000**	**$98,801**

Catholic and independent schools personnel expressed concern over time-lines which caused problems in administration and planning. A three year program known in advance was advocated, with maximum flexibility in using funds over the three year period. Government sector personnel tend to concur, particularly with reference to lead times.

Independent schools have no centralized funding base to be topped up by programs such as ASLLP, which are regarded as system oriented. To overcome this perceived bias, some funds were directed towards the provision of consultancy, which also happens to provide a means of entry into schools.

There was little knowledge of the progress of National Element projects outside the Department of Education and some concern over the amount of money provided for these programs. Inability to see value for money in the National Element projects is almost certainly due to the lack of knowledge about them and supports arguments for establishment of a mechanism for dissemination.

OBJECTIVES

All participants agreed that objectives regarding promotion of LOTE, increasing variety and depth, and improving quality are being met. There is concern, however, how expectations created by recent NSW government decisions on language teaching can be met, particularly in the non-government sectors.

Continuity between primary and secondary schooling in languages is seen to be improving. However, in the non-government sector, if

funding ceases the problem could well have been exacerbated by ASLLP.

It was also obvious that bilingual programs were not seen as a priority in NSW

OUTCOMES

There was general agreement that ASLLP was working. Coupled with other initiatives in the field of language learning and teaching, ASLLP has raised awareness in schools and in the community. The provision of teacher development opportunities and availability of consultancy support, and the increased interest in language teaching have given teachers the feeling that they are an integral part of the system. Networks of teachers have developed to provide the mutual support that was lacking a short time ago.

Programs have evolved and there is evidence that the process will continue. An example is the Exemplar Continuity Program that has grown from a need emerging from the appointment of above - establishment teachers in the state system.

Funding has also been provided for in-service (e.g. of school principals) in the state system as a result of ASLLP funding for in-service of language teachers and community language teachers have seen their programs (not funded by ASLLP) "given a boost". There is no obvious similar releasing of resources in the non-government sector.

FUTURE DIRECTIONS

The Curriculum White Paper has raised expectations for language learning in NSW creating an air of optimism on one hand and concern on the other when the problem of provision of resources is considered.

The Department of Education will continue to employ the 25 above-entitlement teachers employed in secondary schools. While it is probable that the 17 cluster teachers will continue, their future in the system is contingent upon availability of resources in the state budget.

In the non-government sectors, the feeling is that recently introduced programs are "shaky" and more time is needed to consolidate. Expectations have been created in communities and, if funds are discontinued, the future of language learning could well be severely affected.

There is consensus that the key to the future lies in the area of teacher recruitment, teacher training and the provision of in-service

and retraining opportunities. Employing authorities should have funds to direct towards satisfaction of their systems' needs.

There is also general agreement that more "standardized" national curriculum materials are required, that the *ALL Guidelines* should be used for this purpose and that more "Australian oriented" resources must be produced. The primary schools appear in more need of such material than secondary schools.

PARTICIPANTS

Marsha Colbran - State Cluster Programs Coordinator
Allan Langdon - Senior Education Officer, Department of Education
Diane Longland - Consultant, AIS, NSW
Brian Croke - Assistant Director, CEC, NSW

REVIEWER

Mos Dixon

In June 1988, the NSW Government established a Working Party to undertake a review of the provision of language education in NSW primary and secondary schools, including ESL, bilingual education and LOTE. The report of the Working Party and a Discussion Paper on the curriculum in NSW schools brought issues associated with language education to public prominence. Following a period of public comment and discussion, the Government released its Curriculum White Paper, a significant document for the future of languages study in the state. It made proposals such as:

- the study of LOTE to be designated as an integral and essential part of the curriculum;
- the study of LOTE for one year (100 hours) to become mandatory for the School Certificate for the 1996 Year 7 cohort of students;
- the twelve priority languages to be Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish and Vietnamese;
- further resources to be provided to strengthen provision of the twelve priority languages;
- the new Board of Studies to develop courses in Korean and Vietnamese (Years 7-10) by 1992 and Korean (Years 11-12) by 1995; and a course in Japanese for native speakers (Years 11-12) by 1991;
- individual schools or clusters to be able to offer outside the priority in certain specified conditions;
- ten regional language planning consultants to be appointed;
- a major campaign to identify people with language training to be mounted;
- recognition of overseas qualifications for teaching purposes to be increased;
- Commonwealth financial support to be sought for the State's language strategy; and
- the new Board of Studies to review language courses to assess suitability for the full range of students and to develop new courses, particularly Years 7-10, in priority languages.

Funding from ASLLP has assisted NSW in its move towards the provision of mandatory language experience for all junior secondary students and the encouragement of an expanded post-mandatory participation in languages.

ASLLP GRANTS

NEW SOUTH WALES DEPARTMENTS OF EDUCATION
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Salaries for above establishment teachers	$1,415,000	$723,000	$1,353,000
Professional Development	$75,000	$80,000	$51,000
Materials Development	$63,000	$64,000	$31,000
Administration	$43,000	$30,000	$30,000
TOTALS	**$904,000**	**$1,527,000**	**$1,527,000**

ADMINISTRATION

Administration of initiatives related to ASLLP rests within normal policies and procedures of the NSW Department of Education through the Special Programs Directorate.

DETAILS OF PROJECTS

Salaries for Above-Established Teachers

Programs have been implemented in two stages:

(i) The appointment in 1988 of 25 teachers of nominated languages to selected high schools above the school's normal establishment. The languages chosen were Arabic, Chinese, Japanese, Spanish and Vietnamese.

(ii) The establishment in 1989 of Exemplary Language Continuity Programs in selected languages in a number of clusters of primary/secondary schools across the state. Reflecting local demand, the languages supported (in 55 schools) are Arabic, German, Italian and Japanese.

Professional Development

A significant professional development program focussed on the provision of up to date information on recent developments in language teaching methodology and resources as well as the provision of opportunities for professional interaction and the establishment of mutual support structures.

Materials Development

A materials development program supports the programs described above, the main aim being to produce a kit of promotional materials for language teaching and learning. The kit, when complete, will include videos, posters, teacher-centered promotional materials, careers-based materials and marketing strategies for languages.

Plans for 1990 include use of ASLLP funds to continue to support the program currently in place including the appointment of up to 17 full-time equivalent teaching positions in clusters of primary/secondary schools teaching a specific language across the range of Years 5-7. A language consultant K-12 is to provide professional oversight of the programs.

LANGUAGES AND YEAR LEVELS SUPPORTED

Appointment of the initial 25 over-establishment languages teachers involved the following priority languages at secondary level: Japanese (11 positions), Chinese (9 positions), Spanish (3 positions), Arabic (1 position) and Vietnamese (1 position).

Clusters are supported in Japanese, German, Italian and Arabic.

At present in NSW, students in Years 5 to 7 and in secondary schools are supported through ASLLP funding.

EVALUATION AND DISSEMINATION

The outcomes of the ASLLP initiatives are assessed using a range of performance indicators including:

- proportion of students in the relevant grades completing one year's study of the language;
- proportion of students completing the Years 5-7 program and electing to continue the study of the language in Year 8;
- proportion of students completing the Years 5-7 program electing to study another language in Year 8;
- students' satisfaction with the course (by survey);
- extent of achievement of minimum two hours per week study; and
- extent of development of mechanisms for effective continuity.

Evidence of the success of the program can be seen in indicators such as:

- a total of 55 schools now are directly involved in clusters with over 3,000 students in Years 5-7 having access to courses for a minimum of two hours per week;
- opportunities for language study have been provided in localities reflecting a cross-section of NSW communities due to regional involvement and planning of organizational models reflecting local needs and conditions;
- contact between primary and secondary schools has fostered growth of understanding;
- programs have created significant community interest and involvement;
- there has been an impetus in the development of activity-based materials and resources;
- some remote country areas have had the opportunity to participate;
- the "seeding" nature of the program has produced a range of organizational models.

SUCCESSES AND CONCERNS

Some concerns expressed are:

- time-lines in introducing the program were inadequate. A three year program known in advance would have facilitated planning;
- continuity in its numerous forms;
- lack of "Australia - oriented" resources;
- availability of staff trained to teach language;
- the balance between Asian and European languages and its effect on staffing;
- funding for increasing activity in the language area.

PERSONS INTERVIEWED

Edward Gavin - Inspector of Schools
Marsha Colbran - State Cluster Programs Coordinator
Allan Langdon - Senior Education Officer

New South Wales
Catholic Education Commission

Responsibility for the carriage of ASLLP in NSW Catholic schools, systemic, and non-systemic is accepted by the Catholic Education Commission of NSW through the Commission's Executive Director and staff.

ASLLP GRANTS

1988

Employment of Research Officer
Cluster Teaching in Second Languages
Extension of Indonesian; Introduction of an Integrated Arabic Language Program
Distance Education
In-Service Training
Curriculum and Resource Development
Extension of Bilingual Program

TOTAL GRANT $256,000

1989

Development and Extension of LOTE (Indonesian, Japanese, Arabic and Vietnamese)
LOTE Data Base
Distance Education
Training of Bilingual Tutor
Resources and Professional Development

TOTAL GRANT $432,000

1990

Diocesan Projects (Indonesian for Isolated Primary Schools; Japanese; Tele-learning; Insertion classes in German, French, Arabic; Vietnamese; Evaluation)	$415,000
Non-Systemic Projects (Syllabus Development K-2; Arabic)	$7,000
Systemic Initiatives (Conference)	$10,000
TOTAL GRANT	**$432,000**

ADMINISTRATION

While there are some initiatives undertaken on behalf of the system as a whole, most of ASLLP funds are disbursed and administered by diocesan Catholic Education Offices.

DETAILS OF PROJECTS

An indication of the projects undertaken may be obtained from the projects recommended for funding for 1990 by the Commission.

Systemic

- Armidale - Indonesian for Isolated Primary Schools;
- Broken Bay - Japanese as a Second Language;
- Canberra/Goulburn - Tele-learning a Second Language - Indonesian;
- Maitland - K-6 LOTE Insertion Classes - German, French, Arabic;
- Sydney - LOTE Data Base, Arabic Language, Vietnamese Language and Literacy, ASLLP Evaluation;
- Woollongong - Planning, Implementing and Evaluating Primary Language Programs.

Non-Systemic

- Syllabus Development K-2;
- Participation in Sydney Arabic Project.

Systemic Initiatives

- Second Language Teachers' Conference

An examination of the details of projects indicates that the great bulk of grants is being used for payment of salaries and support for personnel employed using the salaries compound. For example:

PROJECT	GRANT SOUGHT	SALARY COMPONENT
Sydney Arabic Language Project	$113,000	$105,000
Sydney ASLLP Evaluation Project	$2,600	$2,475
Armidale Indonesian Language Project	$15,000	$10,600

LANGUAGES AND YEAR LEVELS SUPPORTED

Languages involved in the ASLLP initiatives are German, French, Arabic, Vietnamese, Italian, Spanish, Tagalog, Japanese, Greek, Portuguese and Indonesian.

While recent developments in language teaching and learning in NSW ensure a focus on upper primary and lower secondary, the full K-12 range is covered to some degree and programs and materials are being developed to cover the early years of schooling.

EVALUATION AND DISSEMINATION

The Archdiocese of Sydney has an Evaluation Project in operation with objectives as follows:

Short Term:

- to determine the extent to which individual project objectives were attained;
- to identify unintended outcomes of the projects;
- to review the efficiency and effectiveness of the processes and instruments used in the design, implementation and evaluation of the projects.

Long Term

- to document significant changes effected by the allocation of ASLLP funding and make recommendations to assist future planning of the system;
- to document initiatives of possible national significance.

The Evaluation Project is monitored by the Head, Curriculum Services Division, who chairs the CEO ASLLP Committee and the Evaluation Management Group which is a sub-committee of the full ASLLP Committee. The ASLLP Committee will report to Directors through the Archdiocesan Curriculum Committee.

Monitoring and evaluation connected with other projects are carried out using a number of mechanisms usually associated with general evaluation of Special Purpose Programs or the Curriculum Services Division.

The general consensus among personnel associated with ASLLP is that the program has provided a boost for language teaching and learning in schools at a time when there is a growing demand for second language and when developments in the community have prepared the ground for the seeding process.

SUCCESSES AND CONCERNS

Concerns expressed were:

- an apparent lack of a rationale for LOTE in connection with ASLLP (it is taken for granted that participants are familiar with the details of NPL);
- teacher continuity;
- availability of teachers for expansion of LOTE;
- the need for focussing on primary education;
- the need for dissemination of outcomes of national projects;
- the balance between National and General Elements;
- the short time-lines in introducing programs;
- the need for systems to have control of funds used to affect its schools;
- the need for further promotion of language learning.

PERSONS INTERVIEWED

Brian Croke - Assistant Director, CEC Sydney.

New South Wales
Association of Independent Schools

The NSW Association of Independent Schools takes responsibility for the carriage of initiatives associated with ASLLP. Submissions are prepared with the co-operation of, and after discussion with, other bodies representative of independent schools in NSW These include the National Union of Christian Parent Controlled Schools, Christian Community Schools, Jewish Day Schools, Seventh Day Adventists Church Education and the NSW Parents Council. The benefits of the program are available to all independent schools irrespective of membership of the AIS

ASLLP GRANT

NSW ASSOCIATION OF INDEPENDENT SCHOOLS
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Survey of LOTE	$20,000	-	-
Professional Development	$5,000	$50,000	$65,000
School Based Initiatives	$34,000	$50,000	$40,000
Employment of Consultant	$6,000	-	-
Resource Development	$1,000	$15,000	$5,000
Administration	$8,000	$10,000	$15,000
TOTALS	**$74,000**	**$125,000**	**$125,000**

ADMINISTRATION

The program is administered by the AIS office with the assistance of a consultant provided by ASLLP. An important pre-requisite for funding applications for school-based initiatives is that information and/or resources developed will be shared or distributed to all independent schools.

Two committees (an ASLLP Committee and a School Board Initiative Grants Committee) guide the consultant.

DETAILS OF PROJECTS

Survey of LOTE

At the end of 1988, a survey of all member schools of the AIS was conducted by questionnaire in an endeavor to provide data on languages taught, interest in languages, reasons for studying languages and availability of teachers. A report was produced in June, 1989 and is being used in connection with needs and priorities in programs operating under ASLLP funding.

Professional Development

In order to provide assistance to schools and to meet the program priorities, the AIS appointed a languages consultant. Part of the consultant's task has been to provide professional development input at the school level, which enabled her to identify areas in the teaching/learning of languages that need support and professional advice.

Another aspect of the consultant's role has been the provision of in-service courses external to the school, which focus on areas identified as needing professional input, as well as on new trends and teaching methodologies.

Cluster groups of teachers have been established across language teaching areas. These groups meet at regular intervals and serve as a support to individual teachers and as an avenue for the communication of ideas and information.

A communication network has been established through a newsletter to schools, disseminating information of direct interest to teachers of languages.

The 1990 professional development program consists of development of teaching practice through direct consultancy, in-service programs and retraining courses, establishment of self-support networks and information dissemination.

School-Based Initiatives

Another aspect of the consultant's responsibilities has been the implementation of the school-based initiative grants. This has included:

- liaising with school executives and teachers;
- monitoring the progress of the various projects in schools;
- devising and circulating applications for grants;
- assisting schools with the development of their applications for funding;

selecting projects to be funded.

It should be noted that there has been a marked increase in schools offering Japanese as a result of funding through ASLLP for school-based initiative grants. A number of schools have been encouraged to further develop bilingual programs and it is envisaged that this will continue in 1990.

School-based initiatives for 1990 involve grants of $5,000 per project for a range of in-school and cluster programs selected on criteria which include innovation, suitability for sharing related information across schools and on-going potential.

Resource Development

Writing teams were identified for the development of materials in Japanese, Indonesian and Chinese. The focus of these writing teams was established through an identification process emphasizing the needs of teachers in schools. Materials developed as a result of the school-based initiatives grants are to be disseminated as a resource for schools. Resource development planned for 1990 includes the continuation of the Indonesian project, completion of the Japanese reading project and a project for conversational Chinese.

LANGUAGES AND YEAR LEVELS SUPPORTED

The survey of languages studied in independent schools in NSW conducted under the ASLLP program funding indicated that the languages most widely studied are (in descending order of emphasis):

LANGUAGE	PRIMARY	SECONDARY
French	√	√
German	√	√
Latin	√	√
Italian	√	√
Japanese	√	√

Other languages studied in independent schools in NSW are:

LANGUAGE	PRIMARY	SECONDARY
Arabic	√	√
Armenian	√	-
Chinese	-	√
Classical Greek	-	√
Hebrew	√	√
Indonesian	√	√
Modern Greek	√	√
Russian	-	√
Spanish	√	√

EVALUATION AND DISSEMINATION

On-going discussions with representatives of various groups of independent schools in NSW have taken place to ensure that options and activities offered under ASLLP meet the needs of teachers in schools. The benefits will continue to be offered to all independent schools in the state irrespective of membership of AIS

Since inception of ASLLP in independent schools in NSW, there has been a marked improvement in the quality and an increase in the number of languages programs in schools. This has been due not only to the provision of funding to broaden existing activities but also to the nature of the project involving direct consultancy to teachers in schools. Teachers who previously to a large extent have been isolated in schools which are autonomous, now have avenues for communication, exchange of ideas and professional input.

SUCCESSES AND CONCERNS

Some concerns are:

- lack of trained staff to meet demands;
- lack of continuity of staff;
- economic factors related to the expense involved in introducing a language;
- inter-subject rivalry where other electives are chosen because of pragmatism;
- lack of qualifications in primary school teachers.

PERSON INTERVIEWED

Diane Longland - Consultant, AIS, NSW

Northern Territory

Northern Territory
An Overview

The following is a summary of a roundtable discussion held with representatives of the government and non-government education sectors. It is a compilation of views expressed by the individuals concerned, and does not necessarily represent the official position of the systems involved or a state consensus on any particular issue. Its purpose is to give an overview of reactions to the ASLLP program and to LOTE issues in the Territory.

The Northern Territory's government and non-government schools provide for the educational needs of approximately 31,000 students, many of them in remote and isolated areas. The diversity of the student population, the size of the Territory, its proximity to Indonesia and Malaysia and the particular circumstances of many of its school communities have given LOTE teaching in the Territory extra dimensions which are not generally found elsewhere in Australia.

The teaching of LOTEs in the government system dates from the late 1960's. Since 1973, formal bilingual programs in Aboriginal languages have been available. Since that time, the Territory has developed a strong profile in the teaching of Indonesian, its most widely studied language, and has been innovative in such areas as the introduction of teacher/student exchange programs with Indonesia. At present, 37% of Northern Territory students study a LOTE (the figure includes students in Aboriginal schools).

Intersystemic cooperation is extensive in Northern Territory education. From the outset, the Territory has been a strong proponent of collaborative, national curriculum development in LOTE, and maintains formal ties with South Australia in Year 12 assessment and certification.

ASLLP FUNDING AND POLICY

The combined education systems in the Northern Territory will have received a total of $280,000 in ASLLP's General Element funding over the 1987-90 period. In addition, the Department of Education has received a National Element grant of $46,810 for work in conjunction with the National Distance Education Project.

NORTHERN TERRITORY ASLLP GRANTS

YEAR	GENERAL ELEMENT	NATIONAL ELEMENT
1988	$64,000	-
1989	$108,000	$46,810
1990	$108,000	(not allocated)
TOTALS	**$280,000**	**$46,801**

Generally speaking, the systems are happy with the way in which ASLLP funding arrangements have been handled, and have appreciated having total responsibility for determining how the monies would be used. The ASLLP funds have been used primarily to complement funding from other sources, particularly the ASC.

The practice of allocating funds proportionally on the basis of enrolments was strongly challenged. It was pointed out that because of the Northern Territory's size and the dispersal of the student population in remote areas, per capita educational costs are higher than in more populous, more urban states, and grant monies buy less. For example, unit costs for teachers to travel to professional development activities are much higher. A preferred approach would be for the merit of initiatives proposed, together with the actual performance record in terms of quality outcomes, to be taken into account in determining the allocation of funding among the systems and states/territories. The ability of smaller systems and states/territories to set up outstanding projects, it was pointed out, is often disproportionate to their size, and it was felt that the Territory's track record in this respect compared favourably with that of some of the larger states.

If, however, the proportional approach to funding is continued in future, the Territory would like to see at least 50% of total ASLLP funds devoted to Projects of National Significance. This is because of a belief that, on the one hand, school-based projects (e.g. the purchase of textbooks or teaching aids) are short-sighted. On the other, many central projects are thought to be dominated by the bureaucracy with less focus on the needs of teachers and children or of the country as a whole.

Administratively, two concerns were identified. One was the question of the timeframe within which the ASLLP program operated. It was argued that the lead time for funding needs to be longer, to enable states to bring their own resources in behind seeded initiatives, so as to ensure they will continue. Indeed, this should perhaps be a condition of the grant. The other issue was the matter of accountability. ASLLP procedures and expectations were not seen

to be sufficiently rigorous, particularly insofar as the national level projects are concerned. Who will evaluate the National Element projects? it was asked. There was a clear desire on the part of the Northern Territory officers involved with those projects to give someone an account of their actions.

OBJECTIVES

ASLLP activities in the Northern Territory were determined according to Territory LOTE policies and objectives. As these included strong support for distance education and for the ALL and NAFLSSL frameworks, local objectives were consistent with national ones.

There was felt to be some imbalance in the ASLLP program objectives with respect to the languages supported, although this did not really constrain the Territory's use of the funds, given its existing strength in Asian languages and support for other languages from other sources.

It was also felt that some pressing issues had not really been addressed by the guidelines, or were not addressed soon enough in the life of the program in order to achieve their ends. In particular, it was remarked that the distance education projects had started late and that the Commonwealth would need to continue its commitment to see them through.

Other initiatives were viewed as perhaps unrealistic. Given its own experience in bilingual education, the Territory felt that the level of earmarked funding was insufficient for the task, and that it was not much use to attempt anything when the resources required for success were not available. There was, however, strong support for the desire to ensure continuity of programs, and a feeling that the development of national curricula and distance education programs would attend to this.

OUTCOMES

It was generally agreed that in the Northern Territory, the ASLLP program has stimulated more activity than the small amounts of money received might appear to suggest.

The single most important result of the ASLLP funding, and of the National Language Policy more generally, was reported to be the degree to which they have stimulated school and community awareness of the importance of languages. School councils, for example, are increasingly supportive of LOTE programs. There has been a snowball effect from school level projects: funded teachers have become "mini-inservicers" of other, non-funded colleagues. When other schools see the success, they are motivated to act in their turn. The boost to LOTE teachers' morale has been particularly

valuable, and other teachers now think that something important is happening in the LOTE field. All present felt that Commonwealth's role in raising the profile of languages must not be lost.

While ASLLP funding has not released systems' money to support other activities, it has stimulated the allocation of more funding for LOTE. The systems are putting money into infrastructure for LOTE, and senior people in both government and the education systems are felt now to be both supportive of and committed to languages education.

Only some of the projects funded by ASLLP would not have existed without the funding. The real contribution has been, rather, to provoke schools into committing themselves to support LOTE in the future.

FUTURE DIRECTIONS

There is clear recognition of the fact that special purpose Commonwealth funding to LOTE will not go on forever. In this regard, the Territory would prefer to see the funds phased out gradually, to allow existing initiatives to develop into self or locally-funded programs. It was argued that "throwing money at schools" and then withdrawing it does more harm than good, and the history of the sudden collapse of Multicultural Education Coordinating Committees and programs around the country when that special purpose funding program ceased is cited as a cautionary example.

When ASLLP funding does, however, cease, LOTE initiatives in the Northern Territory will, for the most part, continue, but the momentum will slow. Funds for new programs seeded in schools will mostly be taken over by the schools.

It is believed there will be a need to finish off national level projects: they can't "just be cut off". Additionally, a mechanism to advertise and promulgate the output of these national projects is considered to be necessary.

Areas of continuing need are seen to include the integration of LOTE into mainstream curriculum and staffing, particularly at primary level, where it is strongly felt that the use of above-establishment or exchange teachers is not viable in the long run. A related issue is the need to set national targets for student participation in LOTE study (say, at 50%) and to enforce them through recurrent funding mechanisms.

The problem of teacher education is another issue which Territorians would like to see addressed. However, they do not share Ingleson's view on the matter of the balance between pre- and in-service training, and consider that no more than half the available funding should go to pre-service programs. The rest should be used to inservice teachers in the use of new materials, to upgrade language

skills, to modernize teaching methodology and to continue the development of resources.

There is a level of cynicism about what is seen as political appropriation of the rationale for LOTE study, coupled with a feeling that the arguments based on trade and employment are short-sighted. Future needs are seen to be broader, and to include national and individual communication needs more generally. Changes in the EEC will be important for Australia indirectly, given the current growth in the presence of European business in Asia, as well as directly. A global approach must be accepted at national and state/territory levels.

If additional Commonwealth funding is made available in the future, new ways of approaching it must be found, in the view of Territory personnel. They consider that it makes little long-term sense to seed initiatives in a field which is not properly entrenched in the mainstream of schooling. Major change cannot be accomplished through short-term, on/off funding. At least ten years' injection of funding is needed to ensure real outcomes, such as a resolution of current teacher training/teacher quality problems. There was one view that a proportion of Commonwealth recurrent funding should be tagged for LOTE in future, to ensure that this occurs.

PARTICIPANTS

Julienne Hill -- Senior Education Officer, Indonesian, TAFE
David Pearce -- Project Officer, Catholic Education Office
Robyn Pennington -- Curriculum Writer, National Indonesian Language Curriculum Project
Norah Robinson, Project Officer, Indonesian Language, Distance Education National Project
Ruza Ruzic -- Principal Education Officer, LOTE, Department of Education
Kathy Silburn, Curriculum Writer, National Indonesian Language Curriculum Project
Carl Walker -- Project Director, National Indonesian Language Curriculum Project
Anne Wait -- Senior Education Officer, ESL and Multicultural Education, Department of Education.

REVIEWER

Anne Martin

Northern Territory Department of Education

The Northern Territory Department of Education introduced a Policy on Languages Other Than English in 1988, and has approximately 37% of its school children learning a LOTE. The Department's strength in the provision of Aboriginal and Asian languages (particularly Indonesian) predates the establishment of current Commonwealth initiatives, and it considers that its work in these areas has helped to seed national projects rather than vice versa. The government system, with about 27,000 students, is small in comparison with most other state school systems, and in large part because of this, it has managed its languages activities in a characteristically coherent and closely integrated manner.

Twelve languages were taught at primary level in 1989, with 46 school offering programs enrolling 5616 children. At secondary level, 20 schools offered programs enrolling a total of 2764 students, with 10 LOTEs represented. These figures do not include aboriginal language programs in bilingual schools, which in 1989 enrolled approximately 3000 students. Languages offered include French, German, Greek, Indonesian, Italian, Japanese, Mandarin, Spanish (secondary only), Pitjantjatjara (secondary only), Tagalog (primary only), Thai (primary only) and Vietnamese.

ASLLP GRANTS

ASLLP grants to the NT Department of Education reflect the Territory's small student population. They have received $236,000 to date under the General Element of the program, distributed as follows:

NT DEPARTMENT OF EDUCATION DETAILS OF GRANTS

PROJECT	1988	1989	1990
Indonesian pilot schools	$54,000	$54,000	$54,000
Curriculum materials development	-	$10,000	$10,000
Japanese cluster	-	$27,000	$13,500
Italian cluster	-	-	$13,500
TOTALS	**$54,000**	**$91,000**	**$91,00**

In addition, in 1989, the NT Education Department was allocated a further $8,622 from the program's National Element to support its participation in the Distance Education project.

ADMINISTRATION

Projects for the use of ASLLP funds were identified by the Department's Principal Education Officer (LOTE) in consultation with district personnel. Their priority was to focus on Indonesian and to bring together Commonwealth and Territory activities. The National Indonesian Curriculum Project (run jointly with South Australia and funded by ASC) is based in Darwin, and most of the Territory's ASLLP funding has been brought in behind it, in the belief that it is better to do all aspects of one thing well than to disperse limited funds on a series of unrelated initiatives. Both the National Curriculum Project and the ASLLP initiatives are administered centrally by the Department's Curriculum and Assessment Branch.

DESCRIPTION OF PROJECTS

Indonesian Pilot Schools

The major, continuing project over the life of the ASLLP program has been the expansion and improvement of Indonesian in five primary schools. These schools are part of a network of Pilot Schools trialling the National Indonesian materials. The funding has been used to cover part of the salary costs of employing half-time teachers of Indonesian at these schools, with the balance coming from Department, and an expectation that the schools will assume responsibility for the continuation of the programs at the end of the seeding period. There has been good cooperation on the part of the schools concerned, and the Indonesian teachers have been able to arrange their timetables so that they can meet with the Curriculum Project Team on a weekly basis to participate in curriculum and materials development. In all, the project benefitted five teachers and 1241 children in the participating schools in 1988.

Curriculum Materials Development

In 1989 funds were used to support curriculum writing workshops in six languages (Italian, Greek, Portuguese, Vietnamese, French and German), with the funds allocated evenly among the languages. These workshops were based on the ALL Project, and involved 30 teachers, 24 from both the government and 6 from the Catholic systems. Similar workshops are scheduled for 1990, with Chinese replacing Italian on the list of languages serviced.

Japanese Cluster

The Japanese cluster project was established in 1989 to pilot the extension of Japanese teaching to secondary school level. ASLLP funds were used to appoint a full-time supernumerary teacher of Japanese to a secondary school and two feeder primaries. The project has succeeded to the extent that the schools have picked up half of the teacher's salary for for 1990, with the expectation that once the program is established, student numbers (currently about 90) will enable the schools to provide the teacher entirely from within their own staffing allocation.

Italian Cluster

The half-salary freed from the Japanese cluster in 1990 will be used to establish a similar project to introduce the teaching of Italian at secondary level through the provision of a half-time supernumerary teacher to two secondary schools.

Distance Education

The supplementary grant for distance education activities has been used to appoint a Project Officer to develop distance education materials in Indonesian, based on the National Curriculum project. Her activities are discussed in the section on the Distance Education Project (National component)

LANGUAGES AND YEAR LEVELS SUPPORTED

LANGUAGE	PRIMARY	SECONDARY
Chinese		
French		
German		
Greek		
Indonesian	√	
Italian	√	
Japanese	√	√
Portuguese		
Vietnamese		

RELATED ACTIVITIES

The Territory has been able to combine its own priorities with the objectives of both the ASLLP and ASC programs to achieve a very high degree of congruity among them. ASLLP activities in the government sector reflect the directions set out in the Territory's languages policy, which gives priority to Indonesian, Malay, Japanese, Mandarin, Italian, Greek and traditional Aboriginal languages. The integration of ASLLP funded activities with those funded by the ASC is particularly clear in the case of Indonesian. This has been furthered by support of some of the teachers involved in the ASLLP projects through overseas study awards in Indonesia, Japan and China funded through the ASC. Other National Languages Policy-funded projects, such as the development of an ALL-based Pitjantjatjara curriculum, complete the picture.

EVALUATION AND DISSEMINATION

A brief, appreciative overview of the 1988 Indonesian Pilot Schools project was prepared at the request of DEET. It is positive in tone, and comments that "the cooperation and enthusiasm which have

been forthcoming from the principals and teachers involved in the program have been most encouraging."

Participant evaluation of the Materials Development Workshops was also conducted and produced extremely positive responses. Many indicated a desire for similar inservice in the future.

SUCCESSES AND CONCERNS

The central preoccupation has been to ensure the maximum benefit is derived from the limited funds available by combining funds from different sources and concentrating them on a small number of projects. The Department's commitment to national level collaboration on curriculum design, and to the production of one, rather than many, framework for each language, is reflected throughout the projects.

RELATION TO ASLLP OBJECTIVES

With respect to the ASLLP objectives, the NT Department of Education has sought to address the issues of program quality, increased access to LOTE study and, through the pilot expansion of Japanese and Italian at secondary level, the matter of continuity in language study. It is too early to judge the degree to which these objectives will be met.

Most importantly, however, the Department has thrown its weight strongly behind "ensuring optimum commonality of curriculum frameworks, syllabus design, assessment and teaching methodology, within the one language [Indonesian] and [through the ALL-based writing workshops], across languages". This is a demonstration of the degree of its support for common national curriculum in the LOTE field, which is reported to be reflected in a high level of support among teachers in the Northern Territory (and in cooperating schools in Jakarta) for Project of National Significance initiatives, in particular the National Indonesian Curriculum. There appears to be little doubt that this aspect of the ASLLP objectives will be fully realized in the Territory.

PERSON INTERVIEWED

Ruza Ruzic, Principal Education Officer (LOTE)

The Catholic Education Office in the Northern Territory is responsible for one secondary, two junior secondary, seven primary and five aboriginal schools, enrolling a total of about 4000 children. The sector is widely dispersed geographically, with schools spread from Alice Springs to Bathurst Island. There is no association representing independent schools, of which there are thought to be about seven, mostly religious in orientation, and the CEO has therefore coordinated funding to the independent sector.

Program statistics for 1989 indicate that 12 catholic schools, including aboriginal schools, offered a LOTE. Of these 3 were secondary schools. Approximately 550 secondary and 1360 primary students were enrolled in LOTE, exclusive of bilingual programs. Languages taught included Arrernte, Bahasa Malay, French, German, Indonesian, Italian and, in bilingual programs, Arrernte, Murrinh-Patha and Tiwi.

ASLLP GRANTS

ASLLP funding for the three years of the program, including both Catholic and independent schools, totals $44,000. It has been spent exclusively on grants to schools, although teachers from the non-government sector have also been involved in the ASLLP-funded workshops run by the Department of Education. Funds can be broken down as follows:

N. T. NON-GOVERNMENT SECTORS DETAILS OF GRANTS

PROJECTS	1988	1989	1990
Grants to Catholic Schools	$8000	$14,000	$14,000
Grants to Independent Schools	$2000	$3,000	$3,000
TOTAL	**$10,000**	**$17,000**	**$17,000**

ADMINISTRATION

Decisions about grants were made by a committee on the basis of submissions. It is also reported that the Language Teachers' Association of the Northern Territory made or contributed to decisions about curriculum development money across all sectors.

Grants were made in line with program guidelines, and took into account the schools' level of commitment to the program. Shared projects and the development, as opposed to the purchase, of materials were encouraged. No school received sufficient funds to form the major cost component of a program in LOTE; the average grant of approximately $500 was viewed essentially as an extra, resourcing, in the main, materials.

DESCRIPTION OF PROJECTS

The actual use of funds by schools has been difficult to establish as the original personnel involved have left the CEO and the submission and evaluation documents are not always complete. Funds earmarked for the Catholic sector have been shared unevenly among all those schools offering a LOTE, not including aboriginal schools. Most schools have received at least some money each year of the program, although not necessarily for the same projects. Only one independent school has sought and received a grant. The details of individual projects given in the chart at the end of this section are therefore subject to caution.

Grants were given to both primary and secondary Catholic schools variously to support the introduction or expansion of programs in Indonesian, Italian, Greek, Japanese and Arrernte, the consolidation of programs in French and Malaysian, the purchase of materials in Italian and textbooks in French, and major curriculum development in Arrernte. In the sole independent school, funds were used to support and extend the Indonesian program. The Arrente project involved a primary-secondary cluster in Alice Springs, while a cluster of two primary schools teaching Italian will apparently focus on transition to secondary Italian study. Several of the projects continued over two or more years. The exact nature of many of the projects was not clear from funding submissions or evaluative reports, and it seems probable that a number of schools used the funds for the general support of their LOTE programs rather than to carry out specific projects.

LANGUAGES AND YEAR LEVELS SUPPORTED

LANGUAGE	PRIMARY	SECONDARY
Arrernte	√	√
French	-	√
Greek	√	-
Indonesian	√	√
Italian	√	-
Japanese	-	√
Malaysian	√	-

RELATED ACTIVITIES

No other LOTE-related Commonwealth monies were received by the non-government sector. Indeed, the CEO was apparently unaware that separate funding was available under the NPL for aboriginal languages, and thus had not sought support for their Arrernte projects from that source. As has been noted, cooperation with the NT Department of Education is good, and the Department says that it does not distinguish among teachers from the various sectors in setting up professional development activities.

EVALUATION AND DISSEMINATION

Schools were required to prepare pro-forma evaluations of the projects at the end of each year of funding. The information requested has been quite comprehensive, as have a number of the responses. Among the more informative, two merit mention.

Holy Family Primary School, which used ASLLP funds to introduce an Indonesian Program, invited parents to evaluate the results. Nearly two-thirds felt the program had achieved its aims "very well" during its first year. Comments were nearly unanimous in their recognition of the importance of language learning and their support for the continuation of the program. The few critical comments related to the choice of language (a European language would have been preferred) or to the learning needs of individual children.

The report on the Arrernte project conducted by the Catholic High School at Alice Springs in conjunction with Our Lady of the Sacred Heart Primary School is noteworthy in that it is an on-going project and has received the major share of the sector's ASLLP funding. It aims at the eventual development and implementation of curricula to teach the language to all students from K-10. In 1989, the year for which the report was prepared, 144 secondary students were involved: all students in Years 8 and 9, and first-language speakers in Year 10. Ultimately, the program could involve over 700 children at primary and junior secondary levels. The success of the 1989 stage was monitored by testing students against the stated objectives of the course. It is reported, accordingly, that "students can hold simple conversations in the language, can translate two ways and write stories." The courses developed have proven successful in the classroom, in the view of the program coordinator, although the resources allocated were not sufficient to enable the program to include younger students or older second language learners as planned. Sample materials appended to the report reflect the influence of both the ALL Project and the NT Policy on LOTE, and there has been close cooperation with the Institute for Aboriginal Development.

SUCCESSES AND CONCERNS

In the main, ASLLP funds have supported existing programs in the non-government sector rather than enabling the establishment of new programs.

CEO personnel stress that the grants to schools under the ASLLP program have been extremely valuable in raising the profile of LOTE in schools, as well as in generating enthusiasm and coherence within programs. A teacher member of the committee disbursing the funds noted that the position of languages at her school has improved measurably over the life of the program. The LOTE is more accepted by staff, who are increasingly aware of its value; there has been support for the acquisition of new materials; and class sizes have been cut back from an average of 36 to 20, resulting in an improved learning situation.

At a systems level, the ASLLP program had the spin-off effect of stimulating the Catholic sector to set up a Study Group to assess the present situation of LOTE in Catholic schools and produce a policy on LOTE.

RELATION TO ASLLP OBJECTIVES

Given the limited information available, it is difficult to assess the NT Catholic sector's projects against the ASLLP objectives, except insofar as they have been selected by the CEO as likely to promote the growth of programs and improve the quality of teaching in the schools involved.

PERSONS INTERVIEWED

Lyn Powierza, Director of Catholic Education
David Pearce, Project Officer, Catholic Education Office
Inger Mallenstein, Languages Coordinator, St. John's College.

NORTHERN TERRITORY - CATHOLIC EDUCATION OFFICE - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT			COMMENTS
					1988 $	1989 $	1990 $	
ST. MARY'S P.S. #1	Support Yr. 5 program.	Malaysian	√		800		√	Nature of projects not clear.
ST. MARY'S P.S. #2	extension of program	Indonesian	√			900	√	
ST. MARY'S P.S. #3	support programs; introduce Greek.	Greek	√				√	
OLSH P.S.	Curriculum development and program expansion	Arrernte	√		1,950	-	√	Program extended to second language learners across school.
HOLY SPIRIT P.S.	Purchase of resources.	Italian	√		√	1,000	√	Bought A.V. materials etc; may also be a salary component.
HOLY FAMILY P.S.	Introduce program.	Indonesian	√		800	1,660	√	Teacher salary, cluster with O'Loughlin College.
ST. PAUL'S P.S. #1	Purchase of resources.	Italian	√		1,070	1,000	√	Bought materials for use in classroom.
ST. PAUL'S P.S. #2	Continuity to Secondary.	Italian						In conjunction with Holy Spirit P.S.
ST. JOHNS COLLEGE #1	Purchase of materials. Teacher development.	French Indonesian		√	4,500	0	√	Apparently bought up-to-date textbook; 2 teachers attended ALL seminar.
ST. JOHNS COLLEGE #2	Consolidate French, extend Indonesian, introduce Japanese.	French Indonesian Japanese					√	Introducing Yr. 11+12 Indonesian and new Jr. sec. Japanese.
CATHOLIC H.S.	Curriculum development and implementation.	Arrernte		√	?	3,000	√	Development of materials + programs for second language learners - cluster with OLSH.
O'LOUGLIN CATHOLIC COLLEGE	Introduce or extend program.	Indonesian				0	√	Cluster with Holy Family P.S.

NORTHERN TERRITORY - CATHOLIC EDUCATION OFFICE - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
MARRARA CHRISTIAN SCHOOL	Support and extend program.	Indonesian	√	√	2,000	3,000	$3,000	Funds used to write booklets, purchase texts etc. to support expansion of program to primary level. Coordinator is a trialling teacher for National Indonesian Curriculum Project.

Queensland

The following is a summary of a roundtable discussion held with representatives of the government and non-government education sectors. It is a compilation of views expressed by the individuals concerned and does not necessarily represent the official position fo the systems involved, or a state consensus on any particular issue. Its purpose is to give an overview of reactions to the ASLLP program and to LOTE issues in the state.

The use of ASLLP funds in Queensland parallels the administrative structures in the three systems involved. The government sector is administered through three levels with differentiation of functions corresponding to policy and planning, implementation and day-to-day operations of schools. The Catholic sector operates through Catholic Education Offices established at five centres. In 1989 and 1990 funds were distributed to the five offices. The independent school sector is predominantly school-based.

While the systems co-operate in the area of professional development, in general ASLLP projects are conducted independently. The program has fostered inter-systemic co-operation.

ASLLP FUNDING AND POLICY

The combined education systems in Queensland have received a total of $2,620,000 in ASLLP General Element funds and $42,000 in National Element funds.

QUEENSLAND - ASLLP GRANTS

YEAR	GENERAL ELEMENT	NATIONAL ELEMENT
1988	$598,000	-
1989	$1,011,000	$42,000
1990	$1,011,000	(not allocated)
TOTALS	**$2,620,000**	**$42,000**

All personnel involved appreciated the flexibility allowed by ASLLP administrators and the consideration received when problems occurred. However, it was suggested that longer lead-times should

be allowed, if the program is to be extended, to facilitate planning. Independent school personnel in particular suggest mechanisms to avoid rushed submissions at the already crowded end of the school year period.

ASLLP funding provided support for LOTE programs already operating and allowed schools to introduce programs that would not have been possible. Similarly, the program complemented other Commonwealth programs. There is, however, a need for coordination, especially with Asian Studies Council activities.

The balance between National and General Elements posed no problem. Information regarding outcomes of National Element projects did not seem to be available and an effort should be made to communicate more effectively.

Personnel also queried why Queensland and ACT did not receive funds as part of the National Element teacher development initiative.

OBJECTIVES

ASLLP objectives were regarded generally as consonant with system objectives in LOTE learning and teaching. All primary and secondary schools are being encouraged to offer programs as their resources permit. There is growth in all sectors in second language teaching and the quality of programs generally is rising, despite some concern that innovations in primary schools could result in lower level competence with obvious effects on primary - secondary continuity.

Returning Year 12 language matriculation levels to 1960's levels was seen as too long-term and general to be considered when so many intervening variables impacted on the achievement of the objective, variables such as tertiary entrance requirements and work-related factors. Similarly the development of bilingual education programs was seen as applying more to a small area of the country and should not be seen as a priority in Queensland.

OUTCOMES

There is a high level of enthusiasm among personnel involved in the program. They see a greater awareness of the need for language teaching both in the school and the wider community and a growth in morale of LOTE teachers, who feel that, after years of neglect, their work is more appreciated. Teacher development programs are appreciated. Pilot programs and innovative approaches are resulting in a broadening of language provision and primary-secondary cooperation.

Strategic planning in the state sector will ensure that gains will not be lost if funding ceases although resources will inevitably have to be

moved from other areas. Personnel in the non-government sectors are not so confident.

It is felt that the present availability of advisers, the move into primary schools and the cluster systems now developing would not have been possible, and that ASLLP funding has also facilitated the work of other officers not funded under the program e.g. consultants in French and German.

FUTURE DIRECTIONS

Queensland has, for some years, been working on a P-10 Curriculum initiative which will require provision of at least two years of second language learning. Although problems of expectation of levels of performance have yet to be solved, there is a climate of optimism and there is little doubt that the impetus developed over the last two years will be maintained to some degree at least in government schools.

Personnel involved are concerned that not enough emphasis seems to be placed on European languages and fear that the dearth of suitably qualified teachers of Asian languages may see resources directed at rectifying that problem while the developing need for European languages is ignored.

Teacher recruitment, training, in-service and re-training are seen as priorities to meet present demands and future needs.

Finally, all participants, while appreciating the seeding nature of ASLLP and the results it has achieved, expressed doubts about the long term effectiveness of a program that encouraged innovation and experimentation and gave no commitment to consolidating after the initial period. If mainstreaming of LOTE in the school curriculum is seen as desirable, then resources are necessary to achieve that ideal.

PARTICIPANTS

Tony Kitchen - Education Officer, Brisbane Catholic Education Office
Kathleen Maher - Education Officer, Association of Independent Schools of Queensland
Kerry Fairbairn - Principal Education Officer, Curriculum Services Branch, Qld. Dept. of Education
Linda Apelt - Special Program Services
Barbara Henderson - Special Program Services
Joan De Graaf- Special Program Services
Roger White - Special Program Services

REVIEWER

Mos Dixon

Queensland
Department of Education

The Queensland Department of Education provides services to schools through a Head Office and trustee Regional Offices. In recent years there has been a transfer of responsibilities from Head Office to Regions, differentiation being based broadly on the assumption that the Central Office should accept responsibility for policy and planning, negotiation for and provision of resources and general coordination of activities while Regional Offices should be responsible for implementation of policy and day to day activities of schools.

ASLLP GRANTS

QUEENSLAND - DEPARTMENT OF EDUCATION
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Pilot LOTE Programs	$235,000	$428,000	$428,000
Policy Development and Strategic Plan	$11,000	$80,000	$80,000
Curriculum Development	$40,000	$75,000	$75,000
Teacher Development	$160,000	$150,000	$150,000
Administration	$8,000	$14,000	$14,00
Evaluation	-	$20,000	$20,000
TOTALS	**$454,000**	**$767,000**	**$767,000**

ADMINISTRATION

ASLLP is administered in the Queensland Department of Education through its Special Program Services section in the Department's central office.

An ASLLP Reference Group chaired by a Principal Education Officer and assisted by an Executive Officer has representatives of Head Office divisions (Schools, Special Programs and Curriculum Services), and regions. Specialist groups have been established to handle specific tasks (e.g. Professional Development) and Regional Offices have established mechanisms according to their needs.

DETAILS OF PROJECTS

Pilot LOTE Programs

In July 1988, a Co-operative Review of Second Language Learning was held with attendance by regional personnel, school administrators and practising LOTE teachers. In particular, participants were asked to consider the establishment in their respective regions of pilot LOTE programs which would be funded through ASLLP.

Pilot LOTE Program Guidelines were developed. Submissions were placed through Regional Directors with the express purpose of ensuring that any new initiatives were supported by a Regional commitment to their staffing, resourcing and continuity.

The program assisted 107 schools in 1988 and involved eight languages. Seven staff members were funded. Service delivery consisted of insertion, clusters, linked schools, single-school models and tele-learning with the cluster model used most frequently. A factor of the Pilot Program is the diversity in languages offered, in the weekly time allocation for LOTE in schools, in the starting points of LOTE in schools and in expected levels of achievement.

The Pilot LOTE Program continued through 1989 and, in 1990, a continuation of initiatives is planned to expand existing programs and to introduce new programs with a view to examining various models of program delivery and to trialling innovative techniques in language teaching and learning.

Policy Development and Strategic Planning

The preliminary stages of this project involved a modified environmental scan consisting of collection and collation of information about primary and secondary LOTE teachers and students, languages and industry and commerce, tertiary provisions for LOTE teacher in-service, school management and classroom practices relating to LOTE, LOTE staffing and resource needs and other provisions offered in language learning.

The documentation and analysis of this information led to the formulation of recommendations pertaining to policy, teacher and curriculum development, teacher supply, program implementation and program support. A range of strategies and mechanisms were developed for implementation over a five year period.

From the initial 1988 document a draft action plan for LOTE was formulated by mid 1989 and sent to all divisions, Regions and schools for comment and discussion. In 1990 consultation and discussion will continue in order to develop LOTE policy and strategies for implementation.

Curriculum Development

Focussing on the senior primary/junior secondary years, the project provides a curriculum basis for continuity of language programs

between primary and secondary schools. Outcomes of this project will be:

- a senior primary - junior secondary LOTE syllabus (in connection with P-10 syllabus initiatives within the Department);
- a LOTE Sourcebook, consisting of curriculum teaching, and assessment support based on the syllabus and *ALL Guidelines*;
- an Italian Distance Education (Years 9-10) resource package to fit in with National Framework and package.

Teacher Development

A teacher Development Advisory Group consisting of the Department's In-Service coordinator as chairman and representatives of language advisors, Curriculum Services, tertiary institutions, the Board of Senior School Studies, ASLLP and Migrant Education was formed in 1988 to implement a comprehensive program of teacher development.

The program had three components: Language Proficiency Courses, LOTE Proficiency and Methodology Workshops and Resource Development.

Most of the 1988 teacher development was centrally initiated, a result of the late allocation of funds. There has been a significant transfer of responsibility for planning and implementation of such activities to Regions in 1989 and 1990.

Evaluation Project

In 1989, part-time evaluators formulated detailed performance indicators for various stages of each of the major ASLLP elements as prescribed in strategic planning. Progressive documentation of the evaluative process is providing data for the continued development of the plan.

In September 1989, an ASLLP Review Conference was held to give representatives of Regions, members of the ASLLP Reference Group, the teacher Development Committee and representatives of Head Office Divisions an opportunity to share information about ASLLP projects; classify their expectations on the areas of LOTE teaching and teacher development; become actively involved in the process of planning; and formulate and recommend future directions for LOTE.

A report of the conference has been published. A report of the evaluation project will be produced early in 1990. Evaluative comments arising from the ASLLP Review Conference include:

- LOTE programs have been supported enthusiastically by students and parent/community groups;
- there is a welcome variety of in-service formats;

- the number of ASLLP related initiatives significantly supported through state funds (e.g. LOTE Advisory Teacher, Strategic Planning, Curriculum Projects and Tele-learning Programs) is appreciated by personnel involved with ASLLP;

- inter-systematic co-operation has greatly increased.

LANGUAGES AND YEAR LEVELS SUPPORTED

The following table indicates the range of languages involved and year levels of students.

CATEGORY
- A Projects supported in their establishment or extension with 1988 funds only.
- B Supported on on-going basis.
- B1 On-going support without salary component.
- B2 On-going support with salary component.

	LANGUAGE	SERVICE DELIVERY MODEL	YEAR	CATEGORY	ALLOCATION 1988	ALLOCATION 1989
					$	$
1.	Chinese	cluster*	unspecified	B1	2000	4100
2.	Chinese	cluster	unspecified	B1	2000	4100
3.	Japanese	cluster	unspecified	B1	2000	4100
4.	Japanese	cluster	unspecified	B1	2000	4100
5.	Chinese	link*	p-8 ...	A	11500	
6.	Spanish	single school	1-7	B2	14600	35600
7.	Vietnamese	single school	1-7	B2		24600
8.	Japanese	single school	11-12	A	7400	
9.	Chinese	cluster	6-7 ...	A	4500	
10.	Indonesian	cluster	6-7 ...	A	6300	
11.	Japanese	cluster	6-7 ...	A	5500	
12.	Japanese	cluster	6-7 ...	A	7400	
13.	Japanese	telelearning	8	B1	2500	7300
14.	French/German		cluster	3-7	A	7020
15.	Indonesian	cluster	6-7 ...	A	7000	
16.	Japanese/ Italian	cluster	6-7 ...	A	5000	
17.	Italian	link	1-12	B1	5800	4000
18.	French/German		cluster	6-12	A	3500
19.	Japanese	link	6-12	B2	12000	42500
20.	Italian	distance mode	9-10	B2	29300	41500
21.	Japanese/ German	cluster	6-8	A	26000	
22.	German	single school	2,3,6,7	A	5300	
23.	German	telelearning	11	B1	2600	7000
24.	Japanese	telelearning	10	B1	1200	4200
25.	French	immersion	11-12 tertiary	A	1000	
26.	Japanese	cluster	6-7 ...	B1	3300	2800

LANGUAGE	SERVICE DELIVERY MODEL	YEAR	CATEGORY	ALLOCATION 1988	ALLOCATION 1989
				$	$
27. Italian	cluster	1-8 ...	B2	10500	39300
28. Japanese	cluster	6-12	B1	4000	5000
29. Aboriginal	single school	8-9	B2		22000
30. Japanese/ German	cluster	1-12	B2	9500	7900
31. Indonesian	link	6-8 ...	B1		15000

* cluster - indicates a cluster of primary schools and high school

* link - indicates a primary and secondary school link program

EVALUATION AND DISSEMINATION

See "Evaluation Project" above.

SUCCESSES AND CONCERNS

The following concerns were expressed by participants at the ASLLP Review Conference:

- in some cases overall planning for Pilot Programs has occurred after the programs have begun in schools. Planning has been shaped by events already occurring;
- many teachers at secondary level do not see primary programs as "real" language learning. This perception influences primary/secondary continuity;
- funding for ASLLP is seeding money. There is no guarantee that this funding will continue after 1991;
- there is no uniformity in quality of programs or in expectation of levels of performance.

General areas of concern include:

- continuity of LOTE programs in schools;
- primary/secondary interface/continuity;
- supply of appropriately qualified LOTE teachers;

- provision of appropriate in-service programs;
- levels of achievement related to levels of initial knowledge among LOTE learner.

PERSONS INTERVIEWED

Linda Apelt - Special Program Services
Barbara Henderson - Special Program Services
Joan De Graaf - Special Program Services
Roger White - Special Program Services
Kerry Fairbairn - Curriculum Services Branch
Peter Varley - Research Services Branch
Peter MacColl - Curriculum Services Branch
Ian Wallace - Distance Education Coordinator

Queensland Catholic Education Commission

The Queensland Catholic Education Commission is responsible for the administration of education in Catholic schools in the state of Queensland through Catholic Education Offices established at Brisbane, Cairns, Townsville, Rockhampton and Toowoomba.

ASLLP GRANTS

QUEENSLAND CATHOLIC EDUCATION COMMISSION
DETAILS OF GRANTS

	1988	1989	1990
Database for ASLLP	$14,900	-	-
Language Training - Japanese and Indonesian	$11,900	-	-
In-service Training in Japanese	$21,260	-	-
Introduction / Extension of Programs	$35,940	-	-
Provision of Resources	$20,000	-	
Brisbane CEO (Development Officer, Intensive Japanese Language Training, Resource Centre)	-	$113,000	$113,000
Cairns CEO (In-service in Japanese, Language Teacher Salary)	-	$11,500	$11,500
Townsville CEO (Tutors, Professional Development, Resources)	-	$15,700	$15,700
Rockhampton CEO (Research Officer, Professional Development Resources)	-	$20,000	$20,000
Toowoomba CEO (Advisor, Professional Development, Resources)	-	$15,800	$15,800
TOTALS	**$104,000**	**$176,000**	**$176,000**

ADMINISTRATION

In 1988, the Queensland Catholic Education Commission called for submissions from schools and system authorities. Forthcoming submissions were examined by the Commission's Specific Purpose Programs Committee and selected programs were recommended for funding.

In 1989, ASLLP funds were disbursed among the five dioceses on a per capita basis and submissions were processed through machinery

set up according to the needs of the individual diocese. Details of disbursement are shown above.

DETAILS OF PROJECTS

In 1988 programs may be described as follows:

Database for ASLLP
The aim of the project was to establish and maintain a database for ASLLP to facilitate participation in in-service programs. Available data on LOTE in Catholic schools has been collected and summarized.

Language Training - Japanese and Indonesian
Thirty-one teachers undertook intensive language programs through TAFE, the Darling Downs Institute of Advanced Education and the Australian National University. One teacher attended a language program in Japan.

In-Service Training in Japanese.
Intensive courses in Japanese were conducted to enable teachers to develop their expertise in the Japanese language.

Program Introduction/Extension - Japanese.
ASLLP funds enabled selected schools in Brisbane, Nambour and Townsville to introduce or extend Japanese language teaching through a basic pre-employment course, a distance technology link with a remote school, Japanese primary and secondary school programs and a culture and language immersion experience.

Provision of Resources in Japanese
Language teaching and learning resources have been supplied to schools involved in the program and a Japanese Language Resource Centre was established at Rockhampton.

Changes to the program in 1989 are mainly attributable to changed administrative procedures. However, the main attributes of the 1989 program in Queensland Catholic schools may be summarized as follows:

- enhancement of 1988 initiatives in LOTE;
- coordination and development of LOTE practice;
- development of targets, strategies and policies with a view to establishment of new models and strategies based on feasibility research and pilot projects;
- improved networking and professional development opportunities for LOTE teachers;
- formal training for LOTE teachers;

- establishment and development of Resource Centers.

Submissions for 1990 contain such terms as "continuation", "further development of teachers", "improvement in resourcing", "provision of additional opportunities for second language teaching" and "expansion in areas serviced", which indicate the desire to provide continuity in the program.

LANGUAGES AND YEAR LEVELS SUPPORTED

Languages represented and year levels in Catholic schools are as shown:

LANGUAGE	PRIMARY	SECONDARY
Japanese	√	√
Italian	√	√
Indonesian	-	√
French	-	√
Spanish	√	√
German	-	√

In the Brisbane Archdiocese Schools in 1988, the distribution of LOTEs studied in schools was:

PRIMARY			SECONDARY		
Italian	3	schools	French	2926	students
Japanese	5	schools	Japanese	1708	students
French	1	school	German	1400	students
Spanish	1	school	Italian	852	students
			Indonesian	52	students

The demand for the introduction of Japanese language courses by schools indicates that the language would soon become the most popular in schools if teachers and other resources were more readily available.

EVALUATION AND DISSEMINATION

The program has not been formally evaluated to date. Submissions for 1990 funding indicate that formal evaluation will be carried out through questionnaires, discussion, documentation of practices and on-going activities of consultants.

Informal evaluation indicates general satisfaction with the outcomes of ASLLP as a seeding program with results such as:

- a growing demand for language teaching;
- an increasing pool of available teachers;
- an expansion of resources available and a refinement of quality;
- an increase in the number of schools introducing or expanding programs;
- an increase in awareness of the relevance of a second language in the community;
- increasing experimentation and innovation in LOTE teaching.

SUCCESSES AND CONCERNS

Personnel expressed concern with administrative procedures, particularly the absence of lead-time in the introduction of the program which resulted in inadequate preparation and prevented the formulation of a coherent plan for the system in connection with ASLLP.

More general concerns appear to be:

- availability of LOTE teachers;
- the problem of continuity related to availability of staff;
- primary/secondary continuity;
- availability and quality of resources;
- continuity if/when ASLLP funding ceases.

PERSON INTERVIEWED

Tony Kitchen - Education Officer, Brisbane Catholic Education Office

Queensland Association of Independent Schools

The Association of Independent Schools of Queensland Inc. accepts responsibility for inclusion of all Queensland non-government, non-Catholic schools in the ASLLP grants administered by it. In the process of formulation of projects, it co-operates and collaborates with the Queensland Department of Education, the Queensland Catholic Education Commission, the University of Queensland, Griffith University and the Brisbane CAE to ensure that maximum opportunities are made available to schools without duplication of effort.

ASLLP GRANTS

QUEENSLAND ASSOCIATION OF INDEPENDENT SCHOOLS
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Professional Development of Teachers	$19,000	$14,000	$22,000
Cluster Support	$8,000	$4,000	$3,500
Telecommunications Project	$5,000	$5,000	$2,000
Regional and School-Based Activities	$10,000	$15,000	$15,000
Resource Production/Support Officer	-	$30,000	$25,500
TOTALS	**$40,000**	**$68,000**	**$68,000**

ADMINISTRATION

Funds were sought by the AISQ. Inc. on behalf of all non-government, non-Catholic schools and most programs were administered by that Office in consultation with the other major school systems.

Regional and school-based activities were selected from proposals submitted, the selection being made by a committee of members serving on the AISQ. Education Committee, the Education Officer and language teachers, using criteria based on the program guidelines.

DETAILS OF PROJECTS

Projects for 1988 and 1989 are similar with an evolution over the two years and the addition of a resource element in 1989.

Professional Development of Teachers
AISQ. participated in joint activities with the Department of Education to improve teachers' skills in language teaching methodology, with an emphasis on Chinese, Japanese and Indonesian languages. Activities included both residential and short in-service courses in these joint programs run in collaboration with tertiary institutions.

Weekend workshops were held to develop activity based classroom materials and to facilitate the development of work programs.

Funds were used for travel, replacement salaries, development and production of materials and for documentation.

Cluster Support
Support was provided for clusters of schools offering or intending to offer Chinese and Japanese courses. Clusters involved both primary and secondary schools and the continuity from primary feeder schools to secondary schools. Funds were used to develop resources and to provide support for consultants/advisers.

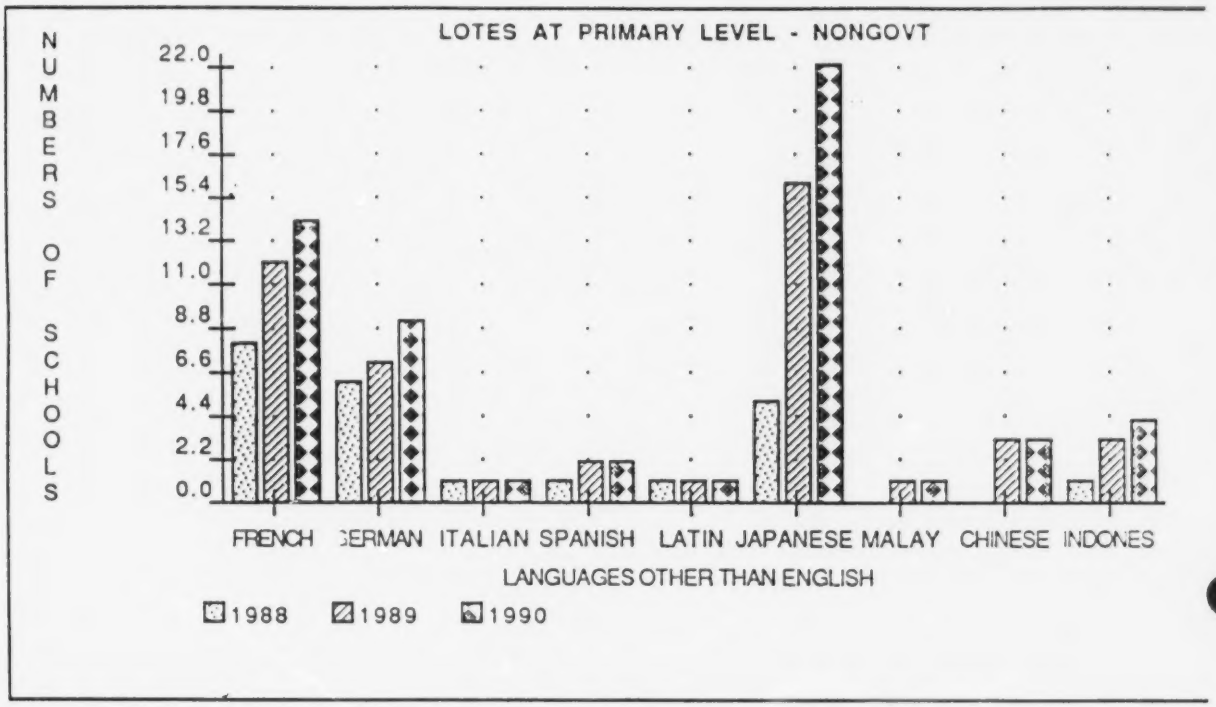
Telecommunications Project
This project involved linking classes in schools via electronic mail to schools in countries where the second language of the Queensland school was the native language of the linked school It also involved tele-conferences of teachers of like languages as a method of providing professional support in a distance education mode.

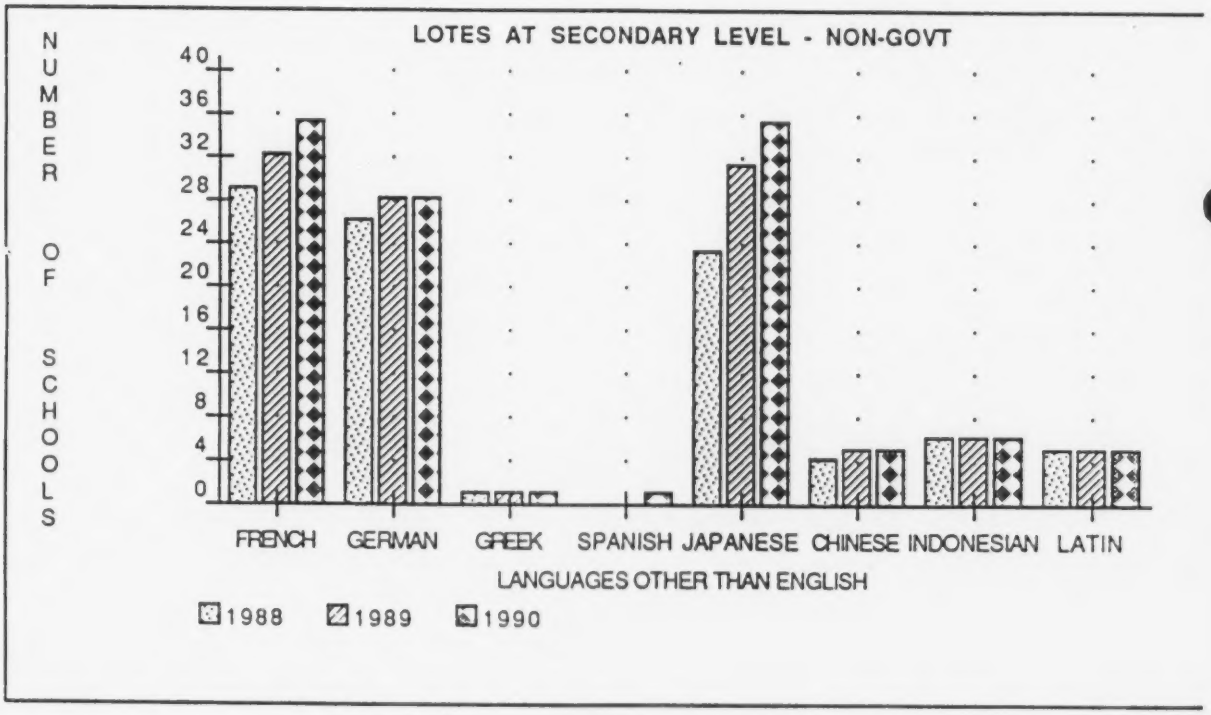
Regional and School-Based Activities
Projects supported included feasibility studies, resource development and sharing, school-based in-service, observation of and assistance from staff in schools where a language was well-established, and specific regional and school-based in-service and re-training. This element is helping to reduce the isolation factor faced by schools introducing or consolidating a language through the development of support networks.

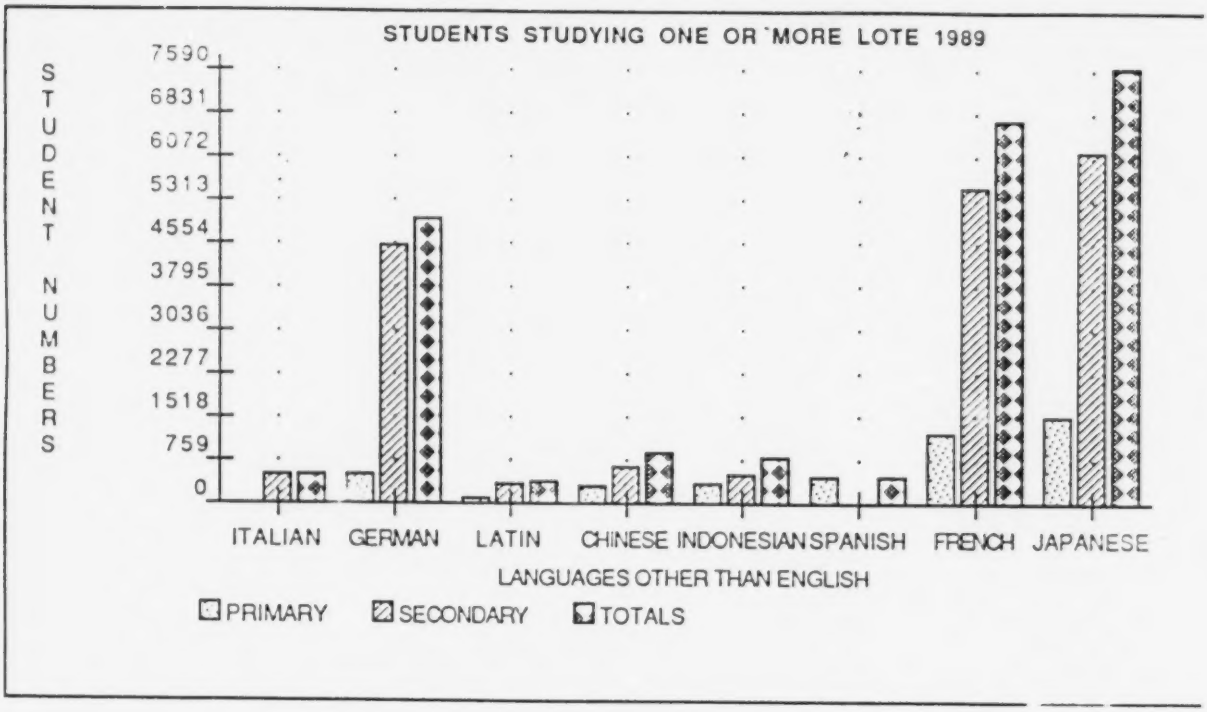
Resource Production/Support Officer
In 1989 a support officer (partly funded by ASLLP, partly by AISQ.) worked in collating and collecting materials and producing a bank of activity sheets and modules together with appropriate audio-visual complementary resources.

LANGUAGES AND YEAR LEVELS SUPPORTED

The graphs produced below indicate the position and growth from 1988 to 1990 of LOTE in schools associated with AISQ.


LOTES AT PRIMARY LEVEL - NONGOVT
NUMBERS OF SCHOOLS
22.0
19.8
17.6
15.4
13.2
11.0
8.8
6.6
4.4
2.2
0.0
FRENCH
GERMAN
ITALIAN
SPANISH
LATIN
JAPANESE
MALAY
CHINESE
INDONES
LANGUAGES OTHER THAN ENGLISH
1988
1989
1990


LOTES AT SECONDARY LEVEL - NON-GOVT
NUMBER OF SCHOOLS
40
36
32
28
24
20
16
12
8
4
0
FRENCH
GERMAN
GREEK
SPANISH
JAPANESE
CHINESE
INDONESIAN
LATIN
LANGUAGES OTHER THAN ENGLISH
1988
1989
1990



EVALUATION AND DISSEMINATION

No formal evaluation has been undertaken. Informal evaluation by personnel involved with ASLLP indicates gains such as:

- increase in diversity and levels of offerings;
- growth in multicultural understanding in schools;
- changes in teaching methods towards a "communication approach;
- development of supportive clusters;
- increase in teacher development;
- development of more and better resources;
- co-operation across education systems in language teaching and learning;
- language teachers' perceptions of less isolation.

SUCCESSES AND CONCERNS

A survey of schools carried out in October, 1989, indicates a significant increase in the teaching of languages over the life of the program. This increase cannot be attributed solely to ASLLP. Nevertheless, it would be reasonable to assume that some of the gains are directly due to the application of ASLLP funds, an assumption consonant with the general view of personnel connected with ASLLP in these schools.

Some concerns expressed include:

- time-lines set by DEET require schools to commence programs before funding details are finalized;
- coordination in the teacher development area, particularly in connection with Asian Studies Council activities, is unsatisfactory;
- *ALL Guidelines* and materials are not available in many schools;
- coping with increased retention in Years 11/12;
- continuity problems connected with teacher availability;
- continuity of the program in individual schools when funding under ASLLP ceases. In AISQ. schools, decisions will be made by administrators of each school according to attitudes and resource availability in the school community.

PERSONS INTERVIEWED

Bradley Smith - Executive Director, AISQ.
Kathleen Maher - Education Officer, AISQ.

South Australia

The following is a summary of a roundtable discussion held with representatives of the government and non-government education sectors. It is a compilation of views expressed by the individuals concerned and does not necessarily represent the official position fo the systems involved, or a state consensus on any particular issue. Its purpose is to give an overview of reactions to the ASLLP program and to LOTE issues in the state.

Language teaching in South Australia is characterized by long-standing cooperation among the government and non-government education sectors, particularly in the fields of teacher and curriculum development. The state has a history of involvement in Commonwealth funded projects of national significance in LOTE. It was a participant in several national primary curriculum writing projects in the early 1980s and it initiated the ALL and NAFLSSL Projects prior to the inception of the ASLLP Program.

ASLLP FUNDING AND POLICY

South Australia has received a combined total of $1,293,000 in ASLLP General Element funding:

SOUTH AUSTRALIA - ASLLP GRANTS

	GENERAL ELEMENT	NATIONAL ELEMENT
1988	$295,000	$179,000
1989	$499,000	$660,36
1990	$499,000	(not allocated)
TOTALS	**$1,293,000**	**$839,362**

In addition, the state has received a total of $839,362 in National Element funding. These grants have enabled it to undertake major professional development activities, act as host state for the ALL, NAFLSSL, and National Distance Education projects, and as a participant in materials development work related to distance education.

The South Australians have appreciated the existence of the General Element of the ASLLP program, in that it enables systems to address local needs. In particular, it has provided a model for shifting the balance of Commonwealth support so as to assist the non-government

sectors, whose small size and limited resources make development work in LOTE very difficult.

However, all sectors would have appreciated rather more guidance in the matter of how states should respond to national priorities, as otherwise National and General Element projects tend to blur. There was a view that the guidelines could have been more prescriptive, especially with regard to aligning projects with the ALL project, although there was some uncertainty about the extent to which this should have been required. However, there was not support for a prescriptive national curriculum in LOTE.

It is considered that it is too soon to for the impact of the National Element projects to be felt. Nevertheless, there is support for national initiatives in curriculum development, which are seen to rescue systems from repeatedly "re-inventing the wheel", and for a higher level of national coordination and information sharing to minimize the tendency for states "to rush in opposite directions". In future, a proportion of National Element funding should be reserved for national level coordination and dissemination.

On the administrative side, the fact that the systems had at the outset had notice that ASLLP would be a three year funding program spread over four years, with virtually guaranteed levels of funding, was felt to have been "excellent", even if "it takes ten years to change the LOTE habits of a generation". However, the long delay between submission deadlines and the release of funds caused problems for all systems: earlier approval is needed if projects are to go ahead expeditiously. It was noted that there was an improvement in this area in 1989, and provision for systems to carry over unexpended funds has been appreciated.

OBJECTIVES

South Australians appear to have taken the ASLLP objectives fairly literally, in that they have attempted to ensure that their projects were in fact consistent with the guidelines. This proved somewhat difficult in the non-government sector, however, as some of the objectives did not fit the situation in those schools. The early stress on Asian languages, for example, sat difficulty with existing orientation towards the provision of mother tongue maintenance programs in established community languages. This focus, combined with short timelines for submissions, meant that school-based projects could not be readily mounted, and impetus for them was lost.

OUTCOMES

There was a unanimous opinion among the system representatives that LOTE teaching in South Australia has moved forward "a lot"

thanks to ASLLP. There is real enthusiasm in the schools, and a sense that things are finally shifting in a positive direction. This would not have occurred without outside funding.

A major gain has been the increased level of intersystemic cooperation fostered by ASLLP, and all parties feel very positive about their collaborative undertakings. The non-government sector notes that ASLLP funding has enabled them to "purchase" services from the state system which they would otherwise have been unable to provide, and that they are happy to buy the products of curriculum and professional development rather than try to produce them themselves. The fact that they have had input into the development of such projects as LIPT has been appreciated.

FUTURE DIRECTIONS

Despite the positive achievements of South Australia's ASLLP projects, there is concern about the future. Short term, essentially "one-off" programs are thought prone to disappearing without a trace once funding ceases -- "who's heard of BLIPS nowadays?" one participant asked. Moreover, ASLLP coincided with a period of priority given the LOTE area in the Education Department's three-year plan. Once that planning triennium lapses, however, LOTE will be fighting for funds to maintain networks, curriculum and professional development activities, and the non-government sector will also suffer.

The main problem for LOTEs is seen to lie in their low profile in the community. Employers, for example, do not seem to value LOTE skills appropriately. This has been exacerbated recently in South Australia by the recommendations of the Gilding Report on senior secondary education, which has had a "demeaning impact" on languages and is likely to lower participation rates in LOTE in Years 11 and 12. Nevertheless, the ASLLP funded projects have raised the level of debate about languages in the state, and it is strongly felt that the field needs to maintain a high public profile nationally, even if there is no further funding. The intrinsic value of LOTE learning needs continually to be stressed, and not just its vocational value.

Future priorities in LOTE in South Australia include curriculum production in smaller languages through curriculum framework projects; teacher professional development (methodological and especially, linguistic); the issue of teacher recruitment; the strengthening of LOTE programs at junior secondary level. Further ASLLP funding would be welcomed, and it would assist planning if the level, duration and directions of such funding could be made known from the outset.

PARTICIPANTS

Rosemary Collins, Languages and Multicultural Education Program Supervisor, Catholic Education Office
Ann Dwyer, Executive Officer, South Australian Independent Schools Board
Panayoula Parha, Acting Superintendent of Curriculum (Multiculturalism in Education), South Australian Education Department

INTERVIEWER

Anne Martin

South Australia
Education Department

The South Australian Education Department introduced a policy on the teaching of LOTE in 1984, the first state system to do so. This was backed by a government commitment to the introduction of LOTE programs at primary level, with the aim of ensuring that, by 1995, every primary school student in South Australia would have access to the study of a language. The system has a five year Language Development Plan, and LOTE is identified as a priority area in the Department's current Three Year Plan.

In 1989, 321 primary schools and 107 secondary schools offered at least one language. 32,750 children were enrolled in primary LOTE programs, and 21,269 in secondary programs. Overall, 29% of students in South Australian government schools were studying a language.

ASLLP GRANTS

The Education Department has received a total of $1,003,000 in ASLLP funding. This has been allocated as follows:

SOUTH AUSTRALIAN EDUCATION DEPARTMENT ASLLP GRANTS

PROJECT	1988	1989	1990
Language Inservice Program (LIPT)	$105,000	$100,000	$105,190
Language Mapping & Planning	$45,000	$42,500	-
Intensive LOTE Courses	$26,000	-	-
LOTE Information Officer	$54,000	-	-
Asian Language Support	-	$50,000	-
Secondary Greek Curriculum	-	$50,000	-
ALL Guidelines Project Officer	-	$50,000	$44,010
Bilingual Education	-	$50,000	$9,910
LOTE Curriculum Projects	-	$44,000	-
Assessment in LOTE	-	-	$78,160
Curriculum Frameworks	-	-	$59,050
LOTE Project R-12	-	-	$73,150
Radio-interactive broadcasting	-	-	$17,530
TOTALS	**$229,000**	**$387,000**	**$387,000**

In addition, the Education Department received a total of $529,682 in National Element funding for the ALL Project ($386,000), the Distance Education project (including organization, coordination and Indonesian materials development, as well as Italian materials

development by the Catholic Education Office, $68,082), and Professional Development ($75,600). These projects are discussed under the National Element heading.

Apart from the major teacher development project, which is an intersystemic undertaking with the Catholic Education Office and Independent Schools Board, the Department's General Element projects were primarily focussed on one or two year, centrally based curriculum development and implementation or research exercises related to the Language Development plan. There were no school based projects. In a number of instances, funds for projects scheduled for 1988 or 1989 have been carried forward into 1990, with the bulk of activity concentrated in the current calendar year. This is due to administrative difficulties associated with the time-line adopted by Canberra for the approval of funds.

ADMINISTRATION

Administration of the ASLLP program has been carried out through existing Curriculum Directorate structures. Decisions about projects were made by the Directorate's Language Executive Group with advice from teachers, advisors and Area Offices. These decisions reflected departmental policy priorities in LOTE, the areas of responsibility of the Curriculum Directorate, and ASLLP Guidelines. General oversight of the program is exercised by the Senior Education Officer (LOTE), with individual Project Officers responsible for the management of their projects.

DESCRIPTION OF PROJECTS

Language Inservice Program (LIPT)

The LIPT project has been South Australia's major ASLLP initiative, and the only Education Department project to be funded and run over the whole three years of the program ($310,190). It is, moreover, a cooperative project, initiated by the Department but in collaboration with the independent and Catholic sectors. It targets government and non-government system teachers of all languages at both primary and secondary levels.

LIPT is a teacher-centered professional development program, which takes its approach from the ELIC model for teacher inservice, although it is less prescriptive in its approach than ELIC. It is designed to assist LOTE teachers to evaluate and improve their teaching practices through training in the application of classroom action research techniques and .nservice in current issues in the theory and practice of LOTE teaching, particularly theories of language acquisition and the ALL curriculum model. Feedback about the program from teachers in all systems has been positive.

In 1988, the first, developmental stage of the program, 37 metropolitan teachers and 12 facilitators were trained in action research techniques, which were then applied to classroom research projects. The teachers' research was supported through cross-language networks organized by the facilitators and eventually published in report form. Research areas included reading in LOTE, use of the target language, cooperative learning/group work, peer-group teaching , writing in LOTE, mixed groups in LOTE teaching, class teacher participation in LOTE lessons, activity based learning, LOTE topics and learners and language learning.

In Stage 2 (1989), the program expanded to include 65 teachers and 16 facilitators, including teachers from country as well as metropolitan areas. In response to evaluations of Stage 1, LIPT 2 included more content on the *ALL Guidelines* and on action research processes. Research areas investigated by teachers were diverse and included a large range of general topics. The research reports (53 out of the total undertaken) are being published and distributed to all schools with a LOTE program. The length of the course was extended from six to eight months.

In 1990, LIPT 3 will involve an estimated 80 country and metropolitan teachers and 18 facilitators. The support program has been strengthened with the appointment of two Project Officers and the program content has evolved further to include increased focus on language acquisition, language use and development. The course will run for the full school year.

Major outcomes of LIPT to date include:

- development of leadership in the LOTE field through the training of Facilitators, a member of whom have taken up leadership positions in schools;
- increased expertise among teachers; who are using this expertise to run workshops and in a number of instances, in formal study for higher degrees;
- publication of 85 articles on a wide range of topics related to LOTE education;
- establishment of networks, particularly in country areas;
- the preparation for eventual publication of a LIPT course book, consisting of Facilitators' and Teachers' manuals arising from the various stages of the program;
- the LIPT model was successfully used in the Language Teacher Professional Development Project undertaken by the South Australian Institute of Languages in 1989 (see National Element projects).

Funding in all stages has been used for teacher and Facilitator release, Project Officer salary, consultancy and conference expenses, equipment and administrative costs and printing and publication of reports.

The program has been extensive documented and each stage subjected to formative scrutiny. External evaluations of Stages 1 and 2 were prepared by an evaluation consultant, Jill Burton, whose findings were instrumental in shaping successive stages of the project.

Language Mapping and Planning (LOTEMAPP)
This has been funded as a two-year project ($87,500) designed to support the effective organization and articulation of LOTE programs across the system, to ensure access to and continuity in LOTE study and to assist the system to plan and fund its LOTE provision statewide, with a particular emphasis on country areas. The project involved the appointment of two Project Officers in second term, 1988, to carry out a mapping exercise in two country areas. A draft report has been prepared which provides a statewide information matrix detailing plans for the introduction of LOTE programs, delivery modes to be used and required numbers of teachers in particular languages. However, subsequent alterations to the way in which the Department funds primary LOTE programs will necessitate a review of the data, particularly in the area of LOTE teacher recruitment.

Intensive LOTE Courses
Although funded in 1988 ($26,000), this project was deferred until 1990, when it will be mounted by an external consultant provided through the SA Institute of Languages. It is intended to provide five-day residential courses for teachers of Japanese, Indonesian and Modern Greek to assist them to update their language skills and cultural knowledge. Fifteen teachers of each language will be catered for, including both primary and secondary teachers.

LOTE Information Officer
This was a one-year initiative in community education ($54,000), run jointly with the non-government education sectors. It involved the appointment of a Project Officer to collect data and develop an information package, including posters, brochures and information folders, designed to promote LOTE study. The package addresses such issues as the purpose of learning languages, their place in the curriculum, approaches to teaching languages, and the choice of languages. It is targeted at primary and secondary schools, area offices, educational institutions and community centres, principals, parents, staff, students and the wider community. The package is currently undergoing final editing.

Asian Languages Support
This one year project involves the appointment of a Project Officer to undertake a range of activities in support of the teaching of Asian languages R-12. These include providing a range of inservice support

to Asian languages teachers, reviewing the quality of mother tongue programs in Asian languages, disseminating information about Asian languages teaching and examining issues relating the non-roman scripts. The Project Officer has been appointed and was just commencing the tasks at the time of the review.

Secondary Greek Curriculum
A Project Officer has been appointed for 1990 to develop a syllabus framework and support materials for Years 8-11 based on the *ALL Guidelines*.

ALL Guidelines Project Officer
This is a professional development project, in which a Project Officer has been appointed to undertake a number of tasks designed to encourage the use of the *ALL Guidelines* by LOTE advisors and teachers and to support various curriculum writing and inservice projects, including LIPT. The project was first identified for funding in 1989, but start-up was delayed until 1990 to enable the position to be upgraded and a more widespread training and development program to be implemented.

Bilingual Education
The establishment of bilingual education programs R-12 is a priority in the Department's Three Year LOTE Plan. This project seeks to support that priority through the appointment of a Project Officer to conduct research, and recommend strategies for the introduction of bilingual programs. The Project Officer, to be appointed in early 1990, will also establish an intersystemic task force on bilingual education and organize related conference and inservice activities. Funds to a total of $ 59,910, including an allocation carried over from 1989, will support a Project Officer and the release of teachers for curriculum writing.

LOTE Curriculum Projects
These are a series of projects in which ASLLP funds ($44,000) have been used to release teachers for curriculum writing activities in the areas of computer assisted language learning, student assessment profiles, the script issue in LOTE teaching, program design in language teaching, and the development of curriculum frameworks in a number of specific languages. These include ALL-based Year 8 frameworks in German and French, primary Italian modules and primary-secondary Greek resources, all of which have been completed to at least final editing stage. The activities support priorities in the Department's Three Year LOTE Plan and link to other ASLLP or state funded projects.

Assessment in LOTE
This project was initiated in 1990, with a grant of $78,160, to be used primarily for the salary of a Project Officer and teacher release. The aim is to examine current procedures and practices in LOTE assessment and reporting, R-12, to provide training and development programs for teacher networks, and to produce a report on the "Assessment Position in LOTE".

Curriculum Frameworks

Another 1990 project, it will use its allocation of $59,050 to support the development of curriculum frameworks, within the *ALL Guidelines*, in Khmer (8-12), Polish (8-12), Serbo Croatian (R-12), and Farsi (R-12). A curriculum frameworks Project Officer has been appointed with state funding, and the ASLLP grant will be used for teacher release, administration and printing.

LOTE Project R-12

An allocation of $73,150 has been used in 1990 to appoint a Project Officer to undertake a number of tasks associated with the implementation of the Department's LOTE policy and Three Year Plan. These include the provision of statewide training programs for central and Area personnel, principals and policy developers, coordination of strategies to ensure continuity of LOTE study R-12, and development of policy to change the profile of languages taught, reinforce the quality of programs and improve senior secondary retention rates.

Radio-interactive broadcasting

This project, to be undertaken in 1990, was preceded by a 15 hour training and development program in which 15 teachers took part in a Radio Broadcasting certificate course jointly run by the Department and SA Ethnic Broadcasting Incorporated (5 EBI FM). A grant of $17,530 will be used to release teachers to develop 40 half-hour, interactive radio programs in eight languages (French, German, Italian, Chinese, Indonesian, Vietnamese, Farsi, Spanish) for use in primary and secondary schools.

LANGUAGES AND YEAR LEVELS SUPPORTED

A number of projects, such as LIPT and LOTEMAPP, affect all languages R-12. Other projects support individual languages, as follows.

LANGUAGE	PRIMARY	SECONDARY	SENIOR SECONDARY
Chinese	√	√	√
Farsi	√	√	√
French	√	√	√
German	√	√	√
Japanese	√	√	√
Khmer	√	√	√
Indonesian	√	√	√
Italian	√	√	√
Modern Greek	√	√	√
Polish	-	√	-
Serbo-Croatian	√	√	√
Spanish	√	√	√
Vietnamese	√	√	√

RELATED ACTIVITIES

The Education Department is involved in several National Element projects, including the ALL Project, as well as the ASC-funded National Indonesian Curriculum Project, which inter-relate with activities sponsored under ASLLP's General Element.

EVALUATION AND DISSEMINATION

As mentioned above, the LIPT project has been the subject of regular internal and external evaluation, and has regularly documented and published its outcomes. No evaluation of other projects has occurred but evaluations of outcomes will occur. A number of the curriculum development projects include published outcomes, and it is intended that these will be made available on an intersystemic basis in South Australia.

SUCCESSES AND CONCERNS

The ASLLP funding has enabled a number of co-ordinated initiatives related to LOTE policy and planning to go ahead under central direction at a time when departmental resources have been largely decentralized. As a result, projects have been done in greater depth than might otherwise have been possible, resulting in a qualitative improvement. In particular, ASLLP funding has enabled the large-scale release of teachers to take part in curriculum and professional development activities, and has enabled greater support to be concentrated on country areas. At a conservative estimate, about 20% of LOTE teachers in state schools have benefitted directly from ASLLP.

When ASLLP funding ceases, some of the initiatives will probably be picked up by the Department, while others will terminate. The major inservice project, LIPT, will finish, but it is hoped that its major outcome -- teacher networks -- will be sustained and supported by school and departmental resources.

A problem has arisen from DEET's timeline for the approval of funds. Notification of approval in 1989 was not received until early April. The required lead time for advertisement and selection of personnel would have meant the positions could not have been filled before mid-year. Such a timeline deters many people from applying because of the disruption to school programs and the difficulty of finding mid-year replacements. To have proceeded with appointments would have meant that many experienced teachers would have been excluded from applying. The decision was therefore taken to carry the funds forward and delay the start of the projects until early in 1990, losing a year but maximizing the chance of appointing the best personnel.

RELATION TO ASLLP OBJECTIVES

The Education Department's projects particularly address those ASLLP objectives concerned with improving the quality of LOTE programs and fostering commonality of curriculum frameworks and approaches. The issues of bilingual education and increasing access to language study are also touched upon. While for most of the projects, it is too early to speculate on whether these objectives will be achieved, the external evaluator's reports on the LIPT Project indicate that it is having a positive impact on the quality of the teaching of those involved.

PERSONS INTERVIEWED

Kon Fotiadis, Senior Education Officer (LOTE)
Peter Mickan, LOTE Programs Project Officer
Panayoula Parha, Acting Superintendent (Multiculturalism in Education).

South Australia
Catholic Education Office

The Catholic Education system in South Australia consists of 132 schools, and enrols approximately 12% of the state's student population. All secondary schools in the system offer a LOTE, as do many primary schools.

Primary LOTE programs in 1990 were available at 40 Catholic primary schools. Italian was the language most widely available, but French was offered at six schools. Polish and Vietnamese at two, German and Indonesian at one.

At secondary level in 1990, Italian was offered at 26 schools, French at 14 schools, German at three schools, Latin, Vietnamese and Chinese at two schools, and Spanish and Polish were each available at one school.

ASLLP GRANTS

In the three years of the ASLLP Program, the CEO has received $176,000. The money has been spent on a small number of on-going projects, as follows:

CATHOLIC EDUCATION OFFICE OF SOUTH AUSTRALIA
ASLLP GRANTS

PROJECT	1988	1989	1990
Language Inservice Program (LIPT)	$17,350	$10,360	$8680
Bilingual Programs	$2,000	$30,500	$15,200
Distance Education	$5,200	$19,290	$22,000
Transition Programs	$4,850	$3,780	-
Computer Materials	$1,800	$2,000	-
Educational and Publicity Program	$8,800	-	-
Sr. Secondary Focus Project	-	-	$18,080
Administration	-	$2,000	$4,040
TOTALS	**$40,000**	**$68,000**	**$68,000**

The CEO has also received a grant under ASLLP's National Element to develop senior secondary distance education materials in Italian. This project, which is discussed as part of the National Distance Education project, is quite separate from the Bilingual Programs funded under the General Element grant.

ADMINISTRATION

Prior to the inception of the ASLLP program, the CEO had established a small working party to develop a policy on LOTE for the Catholic system. It consisted of a primary and a secondary Principal, a teacher representative, two officers from the CEO and LOTE consultants. It was this working party which picked up oversight of the ASLLP grants. It had previously done a review of the situation of LOTE teaching in Catholic schools, and it used the information thus obtained, together with data from a recent national survey, to identify needs to be addressed through ASLLP. It established four priorities for projects which, coincidentally, matched the ASLLP priorities: distance education; teacher development; transition; bilingual education.

All projects supported are centrally coordinated, and no school-based grants were given. This was a deliberate choice, as it was felt that such projects gave too little return on the money and risked not reflecting national priorities sufficiently.

DESCRIPTION OF PROJECTS

Language Inservice Program (LIPT)

The Catholic Education Office has used ASLLP funding across the life of the program to enable its teachers to participate in the Language Inservice Program for Teachers run as an ASLLP funded project by the Education Department. The program, which is described in the section concerning the Education Department, supports teachers in classroom investigation employing research techniques and provides information on current LOTE teaching theory and practice.

Eight teachers and one Facilitator took part in 1988, eight teachers in 1989 and 12 teachers and 2 Facilitators are expected to participate in 1990. Most have been teachers of Italian, mostly at secondary level, but primary teachers have also been involved, as have one Polish and several French teachers. Funds have been used for teacher release, a salary contribution for the Project Officer and materials and printing costs.

A consultant from the CEO was involved in devising the LIPT course from the outset, and feels that, overall, it has been one of the best professional development projects she has seen. They have been able to target country teachers quite efficiently, and the use of networking and the training of facilitators are considered to have been good. LIPT is seen to have made a significant contribution to the development of leadership in the field, and anecdotal feedback from teachers involved has been positive.

Bilingual Programmes

A small grant from ASLLP facilitated an investigation of bilingual education in 1988. The results of this were sufficiently encouraging to prompt the establishment of two pilot projects the following year.

Planning and curriculum development occurred throughout 1989, and teaching in both projects began in 1990.

The first project is in Italian, and has been set up at a large and growing primary school with a successful history of teaching Italian as a second language. It involves a LOTE teacher and a classroom teacher team teaching parts of the normal curriculum in Italian for an hour each day. At present, only Year 1 is involved, as there has not been sufficient money to release a teacher for further curriculum development work to carry the program into higher year levels. About 28 children, a mix of mother tongue and some second language learners, are involved, and parent support is reported to be strong.

The second program involves all Year 9 students at a well-established city college who are studying art in French. The "Francart" program is team taught by three people: the French teacher, the art teacher (who is also a qualified French teacher), and a third teacher who is a native speaker and an artist in her own right. ASLLP funds have been used for some salaries support and some teacher release for curriculum development.

As teaching in both programs has only just begun, it is far too early to judge the results of the project. Moreover, there is concern that the programs may be too new to be self-sustaining by 1991, when ASLLP funding ceases. Planning and preparation have taken time, and time is required to convince some parents of the value of the program and to overcome memories of previous failures. Nevertheless, it is hoped that both programs will ultimately have a "ripple effect" and lead to the establishment of similar initiatives in other schools.

Distance Education

Involving two initiatives, one in Italian and one in Vietnamese, this set of projects evolved out of an earlier Project of National Significance in Vietnamese in 1987.

The Vietnamese project involves a peripatetic teacher working in two metropolitan primary schools. The teacher is based in one school and visits the other once a week. The Vietnamese calendar is being used as a basis for the development of materials, including tapes and worksheets. The program, which is reported to have generated a lot of excitement at the schools, targets mother tongue speakers. Plans were made to extend the program to second language learners, but this has not proved possible to date. The project has developed interstate connections with the National Vietnamese Materials Project (ASC funded) and the Vietnamese support group in the Catholic Education Office in New South Wales. There is the possibility of exchange and trialling of materials and ideas.

The Italian program involves a teacher based in a bilingual primary school in the metropolitan area using fax and DUCT technology to link to a school in Whyalla to teach three classes one lesson per week. The program makes use of the Arcobaleno and Pane e Fantasia curriculum materials.

It is anticipated that the schools and system will pick up the costs of these two projects when the ASLLP funding terminates.

Transition Programs
This has been a two-year project in which teachers have been released to attend workshops to discuss the issues involved in the transition from primary to secondary study in LOTE.

Computer Materials
Another two-year project, it made use of teachers of Italian and Vietnamese with computer skills to plan and run hands-on workshops for other LOTE teachers. Funds were used for teacher release and materials, and participant reports were "amazing". Twenty teachers, both primary and secondary, took part.

Senior Secondary Focus Project
This is project is new in 1990, and aims to provide teacher development in response to the introduction of new Years 11-12 syllabus guidelines in 1991. Plans call for the appointment of a part-time Project Officer to gather and disseminate information on the new syllabi and to organize inservice programs for affected teachers. The grant will be used to pay the Project Officer and for the release of teachers from all Catholic schools with senior secondary programs in the appropriate LOTEs.

Administration
Funds for administration have been used to provide clerical support to all the CEO's ASLLP projects.

LANGUAGES AND YEAR LEVELS SUPPORTED

The LIPT program and other cross-language inservice activities have supported teachers of a number of languages, at both primary and secondary level. Language specific projects are as follows:

LANGUAGE	PRIMARY	SECONDARY	SENIOR SECONDARY
French	-	√	-
Italian	√	-	-
Vietnamese	√	-	-

RELATED ACTIVITIES

Apart from the grant for distance education under the National Element of the ASLLP program, the CEO receives no other LOTE related funding.

EVALUATION AND DISSEMINATION

No formal evaluation of the projects is planned, apart from the evaluation of the intersystemic LIPT project, although reports appear to have been prepared on some of the inservice activities.

SUCCESSES AND CONCERNS

It is felt that ASLLP came at an opportune time for the Catholic sector in South Australia. The National Language Policy had started the system thinking about its LOTE activities and the funding enabled them to put a number of ideas into practice, doing "extra" things which were beyond the scope of their own resources. The net result has been to lift the profile of LOTE in the Catholic sector.

Most of the CEO's ASLLP projects aim to provide models which can be taken up elsewhere and would not have taken place without outside funding. Most are still in the germination stage and there is real concern that they may not have become sufficiently well-established to survive by the time the funding ends. It is considered that probably the distance education link-up to Whyalla will continue, and perhaps one bilingual program. Teacher development will certainly slow down. CEO officers stress that it is "incredibly difficult" to provide teacher development in the absence of funding. Teacher development, like program or materials development, needs to occur over a sustained period of time if it is to succeed; too much enthusiasm without sufficient incubation time can kill a project.

If future funding were available it would be used for teacher development, perhaps maintaining the LIPT impetus, but with a focus on the whole school, and with a variety of delivery modes.

RELATION TO ASLLP OBJECTIVES

ASLLP priorities and local priorities seem to have coincided in the case of the CEO, without a deliberate attempt to make this occur. Several projects specifically address those ASLLP objectives having to do with continuity of study and bilingual education, and pick up on the subsequent national priorities of distance education and professional development. The issues of promoting the growth of LOTE study and improving its quality are indirectly addressed.

PERSONS INTERVIEWED

Rosemary Collins, Program Supervisor, Languages and Multicultural Education Program
Rosemary Bigelli, LOTE Advisor, Catholic Education Office

South Australia
Independent Schools Board

The Independent Schools Board has 70 member schools and extends its services in coordinating some Commonwealth programs, including ASLLP, to the remaining 5 non-member schools. Non-government, non- Catholic schools in South Australia spread across a broad range of school types, with 45 schools at Levels of Assistance 5-10. The sector is projecting a 3% growth in enrolments.

Each independent school has its own policy with respect to LOTE, but all support the inclusion of LOTE in the curriculum. In 1988, 49 non-government, non-Catholic schools had LOTE programs. The number of primary schools offering a language is increasing. Depending on the size of the school, up to 5 different languages are offered. Languages available included Chinese, French, German, Greek, Hebrew, Indonesian, Italian, Japanese, Latin and Spanish.

ASLLP GRANTS

Grants to the ISB have totalled $114,000 during the life of the ASLLP Program. The funds have been used for a combination of centrally organized initiatives and grants to schools:

INDEPENDENT SCHOOLS BOARD OF SOUTH AUSTRALIA
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Language Inservice Project (LIPT)	$7,451	$8,942	$11,400
ALL Inservice	$972	-	$10,200
MALUP Course	$1,950	$10,618	-
School Grants/Networks	$8,545	$15,945	$13,000
Administration	$7,230	$8,895	$9,400
TOTALS	**$26148**	**$44,000**	**$44,000**

Most of the centrally organized projects have been collaborative endeavours involving other education sectors -- the Education Department, the S. A. Institute of Languages and the Catholic Education Office.

ADMINISTRATION

Grant monies were allocated by a committee representing the main types of non-Catholic, non-government schools. Schools were circularized and invited to identify projects and areas of need, and professional development emerged as the major area for attention in centrally-run projects. In the first year of funding, the ASLLP guidelines were adhered to very strictly in determining school grants, but in subsequent rounds, rather more scope was given to responding to school needs. Many schools requested money for salaries, but this was not supported by the committee, which considered that school based projects had to relate to the introduction of programs, to the expansion of existing programs, to transition issues, or affect a network of schools.

Central coordination of the ISB's ASLLP activities was ensured by the appointment of a part-time Project Officer, who assisted schools and liaised with the other education sectors on cooperative projects. A number of cooperative activities were managed by other systems.

DESCRIPTION OF PROJECTS

Language Inservice Project for Teachers (LIPT)

LIPT is an inservice course developed with ASLLP funding by the S. A. Education Department. It aims to provide language teachers with the skills to develop, analyze and change their teaching practices. Details of the course are discussed in the report on the Education Department's activities.

The ISB negotiated places for independent school teachers in LIPT, and has supported their participation over the three-year period with a total of $29,251. In the initial year, four teachers (Italian, French, Greek, Indonesian) took part in the introductory conference, held in Term 3, 1988. Nineteen Primary Heads and teachers subsequently participated in workshops in Terms 3 and 4. In 1989 and 1990 funding enabled eight independent school teachers, including a Facilitator, to participate in LIPT activities (Japanese, French, German, Italian, Greek). The funding supported release from school for the teachers and Facilitator, training of the Facilitator, and $340 per teacher consultancy payments to the Education Department. Twelve teachers (Japanese, French, German, Greek) are participating in 1990.

Although in 1988 not as many ISB teachers were able to be involved with LIPT as had been hoped because delays in receipt of funding and the shortness of notice to schools impeded the release of teachers, subsequent participation has improved. Responses from participating teachers listing benefits/disadvantages give the impression that they have benefitted from the opportunity for the evaluation of their own practice provided by LIPT.

ALL Inservice

This project in fact involves two separate sets of activities in two different years, both having as their focus familiarizing teachers with the principles underlying the *ALL Guidelines*. In 1988, 10 independent school teachers (of French, German, Japanese and Italian) were funded to attend a one-day conference on the *ALL Guidelines* organized by the Education Department. In 1990, plans call for organizing opportunities for 35 teachers of senior secondary programs in French and German, and R-12 programs in Japanese and Chinese to apply the *ALL Guidelines* to their classroom practice. It is envisaged that this may involve funding teachers to attend conferences, or organizing conferences on the Senior Secondary Assessment Board's new Years 11-12 courses.

MALUP Course

The Methodology and Language Update Projects was a teacher development program funded over a two year period to a total of $18,860. The project aimed to improve teachers' language proficiency in French, German or Japanese, and to update their methodology and cultural knowledge. It was designed and run for the ISB by the South Australian Institute of Languages, and involved a series of intensive workshops run by ALL Project and Education Department personnel. A total of 20 teachers took part.

School Grants/Networks

In 1988, six schools received grants for the development of resources and/or teaching programs, including the introduction of new languages. Details are listed in the chart at the end of this section. In 1989, nine schools were funded for LOTE initiatives and/or network establishment. The latter involved the use of ASLLP funds to set up groups and pairs of secondary and feeder primary schools to work together on transition issues in LOTE teaching. Networks have been established in Japanese, French and German, and involve intersystemic collaboration. A significant amount of money has been identified in the 1990 grant to support school initiatives. This will be allocated on the basis of submissions during Term 1, and will probably go in the main to the introduction of new programs.

Generally speaking, independent schools in South Australia have taken a reasoned approach to seeking support for the introduction of LOTEs, preferring to spend time on background research and planning before requesting a seeding grant. This accounts for the deferral of major seeding programs until 1990, and reflects a commitment on the part of the schools to ensuring that the programs, once established, will continue.

Administration

A part-time Project Officer, based one day per week at the ISB Office, was appointed to coordinate the sector's ASLLP activities, liaise with schools and other systems and handle the administrative tasks associated with the program. Funding has covered her salary, as well as routine administrative costs.

LANGUAGES AND YEAR LEVELS SUPPORTED

The professional development projects have involved teachers of Italian, French, German, Greek, Indonesian, Japanese and Chinese. School-based projects covered Chinese, German, Japanese and a "taster program in Italian/Spanish/French. Both primary and secondary levels were included in most languages.

Language programs assisted by ASLLP funding may be broken down as follows:

LANGUAGE	1988	1989
Chinese	5 schools	6 schools
French	20 schools	28 schools
German	35 schools	38 schools
Japanese	10 schools	12 schools

Early in 1990, 13 schools indicated that they are looking at the establishment of a LOTE program, with eight expressing an interest in an Asian language if funding is available.

RELATED ACTIVITIES

The ISB has no other designated funding or projects in the LOTE area.

EVALUATION AND DISSEMINATION

Schools which received grants in 1988 were asked to evaluate the results of their projects, and an evaluation of the MALUP Project is to be undertaken by the Project Officer in 1990. No other evaluations have been planned, although the LIPT Project is the subject of ongoing evaluation conducted by the Education Department.

SUCCESSES AND CONCERNS

Generally speaking, the independent sector in South Australia is characterized by caution, and teachers and schools require a considerable lead time to take on new programs and ideas. This has meant that it has taken some time to "drum up business" for ASLLP among independent schools. Once a school has made a commitment to a LOTE program, however, the program is very likely to be supported and maintained past the initial funding period. Some teachers, likewise, are conservative in their approach to new ideas

such as the introduction of communicative syllabuses at Year 12, and professional development activities have had to take this into account.

The ISB has experienced some difficulty with the ASLLP guidelines and program administration, and feels that the guidelines and procedures are better suited to systemic than to non-systemic schools. The independent sector, lacking central policy control, required a different effort of coordination and planning, and sometimes has different priorities. The matters of financial versus calendar year funding and of the initial push to Asian languages were cited as problem areas.

There is an overall sense that the ASLLP program has initiated a long-term change in the curriculum of independent schools touched by it, and that the funding has stimulated and speeded up planning and development in school language programs. Future funding priorities would lie in the area of grants to schools to start up programs, and especially to provide teacher release at primary level to enable planning and consultation to occur, so as to build LOTE into the mainstream curriculum.

RELATION TO ASLLP OBJECTIVES

ISB projects have directly addressed the objectives relating to promoting the growth of LOTE programs, improving their quality and ensuring continuity of language study. The professional development of language teachers has been an ongoing priority.

PERSONS INTERVIEWED

Ann Dwyer, Executive Officer, Independent Schools Board
Chris Larsen, ASLLP Project Officer

SOUTH AUSTRALIAN INDEPENDENT SCHOOLS - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE			GRANT			COMMENTS
			PRI.	SEC.	1988 $	1989 $	1990 $	
PRINCE ALFRED COLLEGE	Introduction of new LOTE and extension of existing program.	Chinese French	√	√	2845			Chinese introduced at yrs 5-7 and secondary; French expanded to yrs 5-7.
REDEEMER LUTHERAN #1	Extend and develop LOTE program.	German	√		1000			Purchase of materials and extension of program to cover years 5-7.
REDEEMER LUTHERAN #2	Materials development.	German	√			1500		Produce Big Books. (School cluster).
SEYMOUR COLLEGE	Expansion of after hours program.	Japanese		√	400			Purchase of resources and addition of a second class.
ST. JOHN'S SCHOOL BELAIR	Develop a program.	French Spanish Italian	√		2000			Multilingual teacher developed a program with help of specific resources.
ST. JOHN'S LUTHERAN HIGHGATE	Extension of program.	German	√		900			Extend year 7 program to years 5 & 6; purchase resources.

SOUTH AUSTRALIAN INDEPENDENT SCHOOLS - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE			GRANT			COMMENTS
			PRI.	SEC.	1988 $	1989 $	1990 $	
WALDORF SCHOOL	Develop and purchase materials to expand LOTE program.	German Japanese		√	1400			Extend program to year 8.
SPRING HEAD LUTHERAN	Expand LOTE program.	German	√			500		Extend from Yr. 4 across whole school.
OUR SAVIOUR LUTHERAN	Expand LOTE program.	German	√			600		Program and resource development.
IMMANUEL PS AND IMMANUEL COLLEGE	Transit on program Yrs. 7-8.	Japanese	√	√			3095	Policy writing and network.
HILLS MONTESSORI	Expand LOTE program.	Japanese	√			2110		Extend R-3 materials development.
COLLEGIATE SCHOOL OF ST. PETERS	Introduce LOTE at primary level.	French or German	√			500		Research feasibility.

SOUTH AUSTRALIAN INDEPENDENT SCHOOLS - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
ANNESLEY COLLEGE	Curriculum development.	French German		√		500		2-3 modules in each language based on ALL.

Tasmania

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The following is a summary of a roundtable discussion held with representatives of the government and non-government education sectors. It is a compilation of views expressed by the individuals concerned and does not necessarily represent the official position fo the systems involved, or a state consensus on any particular issue. Its purpose is to give an overview of reactions to the ASLLP program and to LOTE issues in the state.

Two factors in particular affect the application of ASLLP funds in Tasmania. The first is the tradition of European languages in secondary schools over a long period of time. Secondly, only relatively small sums of money are involved.

Extension of LOTE into primary schools is occurring particularly in the non-government sectors. However, an earlier failed attempt to establish French in state primary schools has had a lasting effect (and provides a warning in connection with the end of ASLLP).

ASLLP FUNDING AND POLICY

The state has received somewhat under $500,000 in grants over the life of the ASLLP program.

TASMANIA - ASLLP GRANTS

	GENERAL ELEMENT	NATIONAL ELEMENT
1988	$110,000	-
1989	$186,000	$50,000
1990	$186,000	(not allocated)
TOTALS	**$482,000**	**$50,000**

Problems have occurred because of late notification of availability of funds after decisions regarding staffing and resources have been made (in October/November) and suggestions regarding a central strategic plan were made. Nevertheless, participants expressed appreciation of the flexibility allowed and the flow of information from DEET when it became available.

There was some confusion as to the relationship between ASLLP and the ASC and a suggestion that funding from the two sources be pooled, with the requirement that systems spend at least a certain

percentage on Asian languages. This is perhaps a simplistic solution, but it does indicate the concern in school systems.

With regard to the balance between National Elements and General Elements, there is a feeling that more accountability reports of national projects should be available and that more funds should be made available for increasing the supply of quality teachers, with the proviso that funds not be directed to tertiary institutions unless they are targeted directly at teachers in systems and managed by representative groups.

OBJECTIVES

Encouraging comments were made by all sectors, such as:

> *We are touching on as many objectives as the money will allow. We are working towards increasing the retention rate of LOTE students into Years 11 and 12. Teleconference/distance education programs have brought languages to a number of isolated areas. Schools which have never run LOTE programs before have made a commitment to developing them through the seeding programs which ASLLP funding has allowed. The basic aim is to bring quality language teaching and LOTE learning to more people. With the amount of money we are receiving I believe that we are achieving a great deal.*

From the non-government sector:

> *It can be argued that many of the initiatives would have happened without the program, but I believe that the program has been of particular assistance in encouraging schools to be innovative where they may not otherwise have been. It has also helped schools clarify their objectives in introducing these new initiatives.*

It was pointed out that the applications for funding have been mainly from the larger, traditional schools and that the publicity associated with the program is only now beginning to affect the planning of newer and smaller schools.

The program objective related to bilingual education was regarded as largely irrelevant in Tasmania and little comment was forthcoming.

The state system is committed to national collaboration in curriculum development, one of the aims of which is to eliminate unnecessary differences in syllabuses and curriculum documents, and supports the ALL materials as a means of achieving this objective. The use of ASC funds and ASLLP funds is assisting the system's curriculum development initiatives.

OUTCOMES

Although personnel involved were not able to identify funds that may have been made available for other purposes as a result of ASLLP funding and some believe the program has not operated for a long enough period to have significant effects on other related activities, they were positive in their description of ASLLP outcomes. The state system officers had no doubt on the beneficial effects on their departmental curriculum development and in-service programs.

Positive comments on outcomes included:

"ASLLP has given a higher profile to language learning in this state."

"It has helped to give language teachers some self esteem."

"Some valuable resource materials have been produced, particularly in the Asian language field".

"As a seeding program, the phasing out idea has required schools to make a commitment to continue the programs and enabled us to service more schools".

"The number of students studying Asian languages has increased to a point where, in 1987, the Asian/European ratio was 25/75, it has now reached almost 40/60".

"Teachers who have been involved in short courses have continued with their studies on their return and we are gradually becoming more linguistically competent".

"Teacher training practices are now under review - this has been brought well into focus because of ASLLP funding".

"As timing and notice periods have improved over the course of the program, projects have become more considered and have formed part of on-going activities rather than one-off initiatives".

FUTURE DIRECTIONS

As a result of stress on the seeding nature of the program, with a phase in/phase out procedure in the government sector, the benefits of ASLLP will live on in Tasmania.

However, Tasmanian ASLLP personnel are aware that language activities are governed to a large degree by the community's understanding of international developments. The community is not well informed concerning these developments and many educational administrators, particularly Principals, who make important decisions regarding the place of languages in the curriculum, are no exception. They should be better informed.

A comment was made that it is interesting to note that, while we are heavily promoting an Asian language thrust (which is acknowledged as important), the Japanese people are rushing off to their French, German and Spanish classes in preparation for the 1992 "economic event" which will have a huge impact on the world economy.

There is a growing awareness of the need for us to shake off our monolingualism, but, until the learning of languages is seen as an essential part of the school curriculum, we will not make the progress necessary for our future development.

Linked with this is the real need to increase our supply of well qualified language teachers. There must be much closer liaison between institutions so that the training being given is compatible with the needs of our clients.

It is felt that the teaching of languages will gain increasing importance over time. The rate of change will be dependent on government initiatives, at both the state and Commonwealth levels.

PARTICIPANTS

Graham Fish - Director of Curriculum, Tasmanian Department of Education
Barrie Muir - Principal Education Officer, Tasmanian Department of Education
Ken Morrison - Executive Director, Association of Independent Schools
Paul Stevens - Assistant to Director, Catholic Education Office, Hobart

REVIEWER

Mos Dixon

Tasmania
Education Department

In August 1987, the Tasmanian Education Department issued a policy statement on "The Teaching of LOTE" confirming its commitment to providing opportunities for students to learn a second language and aiming to reverse the declining status of second language proficiency.

The announcement of the National Policy on Languages at the end of 1989 was timely for Tasmania. Funds made available through ASLLP, the Asian Studies Council and the Resource Agreements Program have been linked and allocated in five categories (described below) as a means of ensuring effective use of scarce resources.

ASLLP GRANTS

TASMANIAN EDUCATION DEPARTMENT
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Second Language Teaching	$68,000	$68,000	$122,000
Teacher Development and Recruiting	$10,000	$37,000	-
Resources	$3,000	$35,000	$8,000
Administration	$6,000	$14,000	$9,000
Traveling Scholarships	-	$10,000	-
Networking and In-Service	-	$10,000	$8,000
TOTALS	**$87,000**	**$147,000**	**$147,000**

In addition, the Department received $50,000 in funding for teacher development under the National Element.

ADMINISTRATION

Overall management responsibility for the projects under ASLLP are assigned to a small management group comprising the Supervisor of Languages, Director (Curriculum Services), Senior Superintendent (Secondary Colleges), a Regional Superintendent, a representative from the E.S.L. Program, and the Executive Officer of Commonwealth Programs (Schools).

This group also has responsibility for other projects funded under the National Language Policy.

DETAILS OF PROJECTS

Funds have been allocated under five categories.

Second Language Teaching in Schools and Colleges
Activities focussed on providing additional staff to primary schools, high schools and secondary colleges to initiate programs, to extend programs or to continue existing programs and to provide consultancy. Each Region was assisted to employ native speakers with cultural expertise in language programs being conducted in their area. Funds were used for:

- appointment of teachers;
- distance education consultant;
- Indonesian consultant;
- native speaker visits;
- college community languages.

Teacher Development
Funds for teacher development were used to supplement the language training of teachers of Asian languages, to train additional teachers and to provide in-service opportunities. Specific activities supported included assistance to teachers studying Japanese, summer school courses and networking and in-servicing.

Resources
To provide suitable resources to support language teaching, grants were made directly to a number of schools and colleges. Funds were also used to modify existing resources and to produce material and a consultant was appointed in the resources area. Materials developed included purchase and development of Japanese resource material, audiotaping of Japanese materials and purchase and development of Indonesian resource material.

Distance Education
This involved teaching of Indonesian in distance mode.

Administration
This included general administration and evaluation.

LANGUAGES AND YEAR LEVELS SUPPORTED

Languages involved in ASLLP in Tasmania include Japanese, Indonesian, Chinese, French, Spanish, Russian, German, Italian, Polish and Serbo-Croatian.

While most programs serve secondary students, some primary schools have developed programs and efforts are being made to extend the availability of LOTEs in primary schools.

EVALUATION AND DISSEMINATION

The program has been evaluated by the Evaluation and Research Unit of the Tasmanian Education Department and an evaluation report was produced in August 1989.

A section of the report deals with the impact of Commonwealth funding on secondary schools in 1988 and 1989 - performance indicators include:

- an increase in the number of secondary schools offering a modern language - European and Asian (39 to 45);
- an increase in the number of modern language courses offered in secondary schools (40);
- an increase in the number of secondary students enrolled in an Asian language (1815 to 4480);
- an increase in the supply of resource materials to assist in the teaching of Japanese and Indonesian;
- an increase in the number of teachers trained to teach Japanese and Indonesian;
- an increase in the number of teachers who have extended their knowledge of Japanese and Indonesian through in-service activities;
- an increase in the number of schools and students having access to language learning through distance education.

SUCCESSES AND CONCERNS

Immediate concerns relate to:

- availability of programs in schools and colleges;
- availability of staff;
- continuity of teaching;
- problems of timetabling with shared staff;
- community and student resistance to language learning;
- supply of resources;

- small student numbers;
- the balance between European and Asian languages;
- a polyglot approach to language teaching;
- poor retention rates;
- retraining of teachers;
- LOTE at primary school level.

PERSONS INTERVIEWED

Graham Fish - Director of Curriculum
Barrie Muir - Principal Education Officer, Modern Language/Multicultural.

Tasmania
Catholic Education Office

The Catholic Education Office, Hobart, accepts responsibility for the carriage of ASLLP activities in Catholic schools in Tasmania.

The objectives of the system with regard to the teaching and learning of LOTE are:

- to expand opportunities for students both primary and secondary, but with a bias towards secondary, to undertake for the first time, or advance in, the study of a LOTE;

- in the context of this objective, to focus primarily upon increased provision of Asian language learning opportunities. Consequently priority in allocating funds was given to concomitant criteria:target language to be Asian; funds to be used for salary purposes to provide teachers; greater emphasis at upper secondary level; the program to be demonstrably on-going after 1991.

Projects funded were heavily influenced by historic factors on Tasmania such as a strong tradition of European language in Tasmanian Catholic schools. Consequently diversification implies a focus on with Asian languages. Bilingualism in the schools is regarded as not viable educationally or economically. Japanese is the only Asian language taught at tertiary level in the state.

ASLLP GRANT

TASMANIA - CATHOLIC EDUCATION OFFICE
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Part-time Appointments	$5,000	$21,000	$25,000
Resources	$2,600	-	-
In-Service	$6,000	$4,000	-
Administration	$1,400	-	-
TOTALS	**$15,000**	**$25,000**	**$25,000**

ADMINISTRATION

The program is administered by the Assistant Director of the Hobart CEO Applications from schools for ASLLP funds are called and processed using the criteria listed above.

DETAILS OF PROJECTS

Allocations to schools and colleges for projects in 1987/88 include:

- in-service in Japanese and Indonesian;
- teaching materials in Italian;
- interstate staff in-service courses;
- summer school in Asian languages;
- introduction of Japanese.

The Catholic system is involved in cooperative programs with state authorities to foster professional development activities and retrain teachers. The project involves the appointment, training and re-training of teachers in Catholic schools, primary and secondary, in order to provide increased second language learning opportunities for students. These teachers and currently employed teachers are provided with in-service opportunities, particularly for appropriate curriculum design and methodology.

LANGUAGES AND YEAR LEVELS SUPPORTED

The main languages serviced are Japanese and to a lesser extent Italian.

While secondary programs have priority according to criteria established, a target for 1990 is an increase of 165 primary and 120 secondary students in the number of students involved in a LOTE.

EVALUATION AND DISSEMINATION

Evaluation is carried out as a routine part of CEO accountability procedures.

SUCCESSES AND CONCERNS

Some outcomes of the program cited were: occurrence of considerable staff development; use of interstate in-service courses;

wider community involvement; strong parent support for Asian languages; a developing network of schools involved in LOTE teaching development of syllabuses.

Some problems encountered include lack of primary school in-service; inadequate materials suitable for use in primary schools; continuity problems; inadequately trained staff (e.g. secondary trained staff in primary schools); availability of staff; moving "too fast too soon".

INTERVIEWED PERSON

Paul Stev··s - Assistant to Director, CEO, Hobart

Tasmania
Association of Independent Schools

The Association of Independent Schools of Tasmania, administered from Launceston, is a loose grouping of independent schools throughout the state. Consequently there is no strong degree of coordination or setting of targets.

Applications from schools for ASLLP funding show a consistent theme of introduction of new languages into schools or progression to new levels.

ASLLP GRANT

TASMANIAN ASSOCIATION OF INDEPENDENT SCHOOLS
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Data Collection	$500	-	-
Conversational Japanese	$4,500	-	-
Materials in Indonesian & French	$3,000	-	-
Feasibility Study	-	$4,500	-
Japanese Program	-	$4,500	$5,620
Japanese/French/German	-	$3,800	$7,200
Pilot in Individual Learning	-	$1,200	
Japanese/German	-	-	$1,120
TOTALS	**$8,000**	**$14,000**	**$14,000**

Grants are made directly to schools to introduce or support programs. The chart at the end of the section details school based projects.

ADMINISTRATION

Responsibility for the carriage of ASLLP in Tasmanian independent schools is accepted by the AIS of Tasmania. Submissions for funding are received by the Launceston office and processed by a selection committee.

DESCRIPTION OF PROJECTS

Grant were spent on the following activities in schools:

- provision of resources;
- curriculum development;
- pilot programs;
- evaluation and administration.

An example of a school project proposed for funding in 1990 follows.

Objective: to enhance language offerings by providing greater scope and depth in the following areas:

- introduction of an Asian language in Grades 1 and 2;
- French Grades 3-8 and at HSC level;
- German Grades 7-8 and at HSC level;
- Japanese at HSC level;
- after school extracurricular Japanese;
- bilingual after school classes in Mandarin and Cantonese.

Target Groups:

- students in Grades 1 and 2 and HSC (other students have compulsory LOTE);
- bilingual Asian students;
- students from other independent schools.

LANGUAGES AND YEAR LEVELS SUPPORTED

Languages involved are Japanese, French and German with lesser effort in Mandarin and Cantonese.

Year levels from 2 to HSC are involved to some degree.

EVALUATION AND DISSEMINATION

Evaluation and monitoring are carried out by internal school mechanisms.

The level of language teaching has greatly increased in the schools funded over the two years and there has been widespread community support for the teaching of Asian languages.

SUCCESSES AND CONCERNS

Concerns similar to those met in other systems were expressed with respect to the availability and expertise of language teachers and with the many aspects of continuity.

Of particular concern is the time-line established for submissions and notification of the availability of funds. The opinion of the Executive Officer is that quality would be improved by a longer lead time and notification to schools before programs are due to commence.

PERSON INTERVIEWED
Ken Morrison - Executive Officer, AIST.

TASMANIAN - ASSOCIATION OF INDEPENDENT SCHOOLS - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT			COMMENTS
					1988 $	1989 $	1990 $	
FAHAN	Conversational LOTE.	Japanese	√		4,500	-	-	
HUTCHINS	Materials.	Indonesian French	√	√	3,000	-	-	
LAUNCESTON CGS	Feasibility Study	Indonesian French		√	-	4,500	-	Individual learning.
SCOTCH OAKBURN	Introduction of LOTE.	Japanese		√	-	4,500	5620	Japanese replacing German.
ST. MICHAEL'S	Entrance LOTE offerings.	Japanese French German	√	√		3,800	7260	Japanese cluster.
THE FRIENDS	Pilot program.	French German Japanese	√			1,200		Individual learning.
TARRAMEAH	Use of native speakers. German camp.	Japanese German	√		-	1,120		Early primary.

Victoria

Victoria
An Overview

The following is a summary of a roundtable discussion held with representatives of the government and non-government education sectors. It is a compilation of views expressed by the individuals concerned and does not necessarily represent the official position fo the systems involved, or a state consensus on any particular issue. Its purpose is to give an overview of reactions to the ASLLP program and to LOTE issues in the state.

As one of Australia's most populous and ethnically diverse states, Victoria has a long history of LOTE teaching in both government and non-government sectors. The state has a strong, longstanding commitment to multicultural education, which is reflected both in the prevalence of community language teaching at primary level and the availability of some 30 LOTE for senior secondary certification. The government sector has clear policies on the teaching of LOTE, and there is a well-established LOTE presence in the non-government and tertiary education sectors. It is therefore not surprising that the ASLLP program in Victoria has been largely oriented towards the support of state and system priorities and towards increasingly well-coordinated intersystemic and intersectoral initiatives in the field.

ASLLP FUNDING AND POLICY

Victoria has received the second highest level of funding under ASLLP's General component, with a total state grant of over $4 million during the three years of the program:

VICTORIA - ASLLP GRANTS

YEAR	GENERAL ELEMENT	NATIONAL ELEMENT
1988	$949,000	$21,000
1989	$1,602,000	$292,366
1990	$1,602,000	(NOT ALLOCATED)
TOTALS	**$4,153,000**	**$313,366**

In addition, the state has had a total of $313,336 in National Element grants. A significant proportion of this money has gone to the tertiary institutions for initiatives in the areas of professional development and bilingual education, and the Ministry has received

grants for projects on distance education and Australian Sign Language.

With respect to ASLLP's funding policy, the Victorians expressed satisfaction with the way in which the money has been distributed among the states on the basis of enrolments, and with the overall balance between the National and General Elements of the program.

Although they recognize that there is a place for large-scale, national projects, the Victorians would not like to see the amount of money spent on national projects increased. While the National Element funding in the professional development area has been invaluable in Victoria, there is not the same sense of value arising from national, language-specific curriculum and materials development projects. In their experience, the expense, politics and administration of such materials development projects lead to problems. While commonality of approach is seen to be important at the broad, national level, there needs to be recognition that there will inevitably be differences at the local, operational level. They favor a view which permits multiple levels of development to operate at Commonwealth, state, system and school level.

Some areas need to be dealt with nationally, however: distance education is one, and the promotion of LOTE another. National consultations and networking of LOTE managers are seen as important as an antidote to the perceived disarray causes by multiple, competing funding programs, although national "jamborees" wouldn't be supported.

Significant concerns were expressed about the administrative side of ASLLP and especially of other Commonwealth LOTE programs. The major problem areas have been insufficient lead time for the preparation and implementation of activities and excessive delay in notification of receipt of funding. Short deadlines meant that normal, democratic decision-making procedures involving consultation with communities, schools and teachers could not always be used. While the worst instances of this arose from ASC deadlines, there have been similar difficulties with the ASLLP program. Delays in confirmation of funding created problems in starting up and staffing projects, particularly in the non-government sector, which does not have the resources to carry expenses until funding arrives.

It was noted that there are a number of separate funding programs servicing the National Language Policy and that this has caused unnecessary administrative difficulties for the recipient authorities, which must juggle differing deadlines, guidelines and procedures in an attempt to make a coherent program. In particular, the differing requirements and approaches of ASLLP and ASC have been a source of frustration and inefficiency. There is strong support from the Victorians for bringing the various programs together and linking the range of funding sources to provide for continuity and coordination in educational provision in the field.

OBJECTIVES

In general, the Victorians considered that the ASLLP objectives as stated in the guidelines were broad enough to support the state's needs, and within that framework, the education sectors have worked largely to their own priorities.

There were some areas in which state and Commonwealth priorities did not achieve a satisfactory match, however. Support for community languages and mother tongue programs is strong in Victoria, while the earlier ASLLP guidelines focussed rather on promoting Asian languages. This caused some discomfort, as the education systems in Victoria are attempting to achieve a balanced approach to the support of various languages, and follow a policy of allowing school communities to decide which languages are appropriate to their needs.

There was a related impression that the Commonwealth has not really coordinated the interface between multiculturalism and internationalism in the LOTE area, and that the result has been to encourage "bandwagon" approaches to developments in the field, which without adequate planning and resources, are likely to fail.

OUTCOMES

The most exciting results of the ASLLP funding in Victoria seem to be related to the level of intersystemic cooperation which the program has fostered, and particularly the recent development of close working relationships between the education authorities and the tertiary institutions. The substantial National Element funding to the tertiary sector as part of the professional development project has led to the establishment of a joint Working Party on LOTE, chaired by the Ministry, which has for the first time brought tertiary institutions and education systems together to discuss and act on priorities.

There was agreement that the ASLLP Program has helped Victoria to act upon LOTE needs faster than might otherwise have been the case in those areas in which planning and policy were already in place. For example, work in the LOTE area for the VCE was given a significant boost by the ASLLP grants, as were targeted activities in the Catholic sector. The projects undertaken in the non-government, non-Catholic sector would not have occurred without funding.

The program has given a higher profile to LOTE in schools, with programs benefitting from the improved status and "clout" which come with external funding. The formation of school clusters and teacher networks is seen to have been a very important spin-off of the funding program. It is felt that the accountability requirements for outside grants encourage schools to take projects seriously and strive for quality outcomes.

FUTURE DIRECTIONS

The Victorians consider that there is still a battle to be fought in terms of promoting the study of languages, and that the issue needs to be tackled at a national level. An example of this is the need to look into the way in which LOTE skills are remunerated by employers.

Overall, there is a feeling that future funding needs to take a more orderly and planned approach to ensuring that all needs are met, and that priorities do not "jump around" from one language to another. At present, it is felt that the emphasis on the Asian language area is appropriate in redressing past imbalances, but that it is important for this to occur at no expense to what is already there. Concern was expressed that schools are considering dropping established languages to pick up, say, Japanese, often for no other reason than its currently being in fashion. They also sounded a cautionary note about the lead time needed to introduce a new language, for example Korean, into the education system, pointing out that it will take a minimum of 13 years to phase it into P-12 schooling, and that the establishment costs are truly enormous.

The withdrawal of funds with the cessation of ASLLP will, it is considered, significantly reduce the momentum in the field -- "like a pin in a balloon." Most of the activities in the government sector will continue, as they are locked into system policy and planning, but the initiatives will be at risk in the non-government sector. The position of languages is nevertheless seen to be very fragile; it is pointed out that there are 30 languages on offer for the VCE, and that they are grossly under-resourced in terms of what is needed.

Priorities for future activity include consolidation of secondary programme, more teacher development, including exchanges, inservice, improving the quality of primary programs, support for P-12 teaching, support for clustering, telecommunications and a look at employment conditions which negatively affect teacher recruitment (timetables, part time work, the primary-secondary training interface, the idea of advanced skills teachers and salary loadings). A coordinated three to five year funding approach based on forward planning. This is particularly important in the area of professional development, to enable the education and tertiary sectors to collaborate in the eventual introduction of accredited courses, which need substantial lead time for accreditation. It was suggested that there is a need for a bipartisan policy on LOTE so that funding can be spread over a long term.

PARTICIPANTS

Ian Adams - Assistant General Manager, School Programs Division, Ministry of Education
Peter Dawson - Chairperson, Special Programs, Catholic Education Office
Dina Guest - Senior Policy Officer (LOTE), Bilingual Programs, School Programs Division, Ministry of Education
Pam Imberger - Coordinator, Commonwealth LOTE Programs, School Programs Division, Ministry of Education
Ross Macauley - Independent Japanese Language Consultant, Member of AISV ASLLP Consultative Committee
Judy Oakes -ASLLP Administrative Officer, Association of Independent Schools

REVIEWER

Anne Martin

Victoria
Ministry of Education

The Victorian government school system has a long-established and very comprehensive range of LOTE offerings, with particular emphasis on the provision of mother tongue programs in a wide range of community languages. The system operates within the framework of policy statements on LOTE (The Place of Languages other than English in Victorian Schools, 1985), on curriculum development and planning and on multiculturalism. It has recently produced a Languages Action Plan which provides strategies to ensure that every school offers a LOTE and that every student studies a LOTE for at least the compulsory years of schooling. The system has significant resources committed to LOTE programs, curriculum, ancillary support, research, data collection and coordination.

Current LOTE provision in the primary area is 174 teachers providing 169 programs in 140 schools. Approximately 260 of the 407 secondary schools offer a LOTE. In 1987, the most recent year for which enrolment figures are available, 32% of students in Victorian government schools were learning a LOTE.

ASLLP GRANTS

The ASLLP grant, totalling $2,823,000 over the life of the program, can be broken down annually as follows:

VICTORIAN MINISTRY OF EDUCATION DETAILS OF GRANTS

PROJECT	1988	1989	1990
Italian Curriculum Project	$127,918	$168,206	$175,200
VCE LOTE Development Project	$70,000	$183,600	$183,000
Professional Development	$85,894	$62,488	$56,580
Materials Development	$224,377	-	-
Studentships	$46,066	-	-
Partial Bilingual Japanese Project	$50,494	$51,630	-
Other Partial Bilingual Programs	-	$357,828	$346,180
LOTE Promotion	-	$41,000	-
LOTE Transition	-	$64,756	-
Non-metro Japanese development	-	$100,000	$115,180
LOTE evaluation	-	$60,291	$61,880
National Level PDP	-	-	$43,800
VCE Research	-	-	$32,820
Action Research Maltese	-	-	$16,000
Administration	$40,251	-	$58,360
TOTALS	**$645,000**	**$1,089,000**	**$1,089,000**

Funds were used for a range of curriculum and professional development purposes, as well as for the support and development of programs. A number of these projects were in existence prior to the advent of the ASLLP Program, although new initiatives were also made possible. Most went on central projects, although regionally-based projects were also supported. There were no grants to individual schools. Grants were allocated to support initiatives managed by the Victorian Curriculum and Assessment Board as well as by the School Programs Division, as the Ministry of Education encompasses both authorities.

In addition to the General Element grants listed above, the Ministry received $76,690 from the National Element's Distance Education project in 1989 to support materials development for the teaching of Chinese and $13,500 for data collection on LOTE and distance education (see the discussion of this project in the National Element section for details).

ADMINISTRATION

Allocation of ASLLP funds was determined by the Statewide School Programs Coordination Committee on the basis of proposals drafted by the LOTE Coordination Working Party, which is composed of representatives from the Ministry's School Programs Division, Regions, Statewide Multicultural Education Unit and the Victorian School of Languages. In 1988, the final projects were endorsed by the Corporate Management Group of the Ministry ,which has been discontinued. In the future proposals will be monitored by the intersectoral , inter-systemic Ministerial Advisory Committee on the Language Action Plan to ensure their consistency with state policy and planning in the field. The ASLLP projects are coordinated by an officer of the School Programs Division, salaried through ASLLP funds.

Although the initial ASLLP guidelines, with their apparent Asian language focus, created some difficulties, subsequent guidelines were sufficiently flexible to enable the state system to use ASLLP funds to support its own priorities. These included program continuity P-12, partial bilingual projects, curriculum development, evaluation, transition and professional development. The Commonwealth Resource Agreement has further enabled them to support these priorities.

DESCRIPTION OF PROJECTS

Italian Curriculum Project

The intention of this project is to consolidate work done on the pre-existing ELLE Project and to bring it together with the work of the ALL Project and the Catholic Education Office's *Arcobaleno* Project.

It is in fact a new project designed to enable the Ministry to meet its commitment to an existing inter-governmental agreement between Victoria and the Italian Ministry of Foreign Affairs. It has received funding in all three years of the ASLLP program (total $471,324)

The ELLE Project, begun in 1985, involved the trialling of primary teaching materials developed in Italy with a view to their adaptation to the needs of students in Victorian Primary schools. ASLLP funding will enable this adaptation to occur, so as to develop a statement of syllabus content, teaching and learning materials for Years 3 to 8. The materials are designed to follow on from the Arcobaleno (P-2) program and to fit within the ALL Project Framework of Stages.

The project is run jointly with the Catholic Education Office and is to be completed within the life of the ASLLP program. It is managed by a broadly representative steering committee. Funds have been used to employ project and clerical officers, to cover office and travel costs and provide teacher release. To date, a number of modules and units have been trialled and finished up to editorial stage.

VCE LOTE Development Project

ASLLP funds are being used by the Victorian Curriculum and Assessment Board to support the development of LOTE courses for the new Victorian Certificate of Education. This involves the development and dissemination of support materials to assist teachers to develop and implement senior secondary courses within the accredited VCAB framework for the language. These frameworks are not based on the ASLLP-funded NAFLSSL framework, but are similar to it. In all, the VCAB plans to offer 31 languages for the VCE, including Australian Sign Language, which is the subject of separate ASLLP funding under the National Element.

The project has received ASLLP General Element funds in all three years of the program, to a total of $436,600. The money has been used to employ project and clerical officers, meet accommodation and travel expenses, develop audio visual support material and purchase PCs and software suitable for word-processing in LOTE. The project is managed through the normal VCAB committee structures, and is working to a timeline defined by the overall timeline for the implementation of the VCE.

Languages supported include Japanese, Italian, Modern Greek, French, German, Arabic, Chinese, Croatian, Indonesian, Russian, Serbian, Spanish, Turkish, Vietnamese, Czech, Dutch, Estonian, Hebrew, Hungarian, Khmer, Latvian, Lithuanian, Macedonian, Maltese, Polish, Slovenian, Swedish and Ukranian, as well as classical languages.

While the development of these courses falls within the existing remit for which VCAB is funded, ASLLP monies are enabling the Board to move more rapidly on the work than would otherwise have been possible.

Professional Development

Several activities have taken place in the area of professional development. Some are ongoing projects. They were initiated in 1988 with funding unexpended from the Studentship project. Original foci included the matters of P-12 continuity and teacher networking, particularly among isolated teachers, and led to the development, in 1988, of two projects,. a LOTE and telematics project and a regional networking project

The telematics project was funded as the first stage in a plan to extend LOTE to isolated schools through the distance education mode. It will eventually link with the regional networks project and the National Element Distance Education project. Funds were used to purchase telematics equipment and for intensive inservice to familiarize teachers with its use. The equipment, which is housed at five selected country schools and supported by a School Support Centre has moved on loan among clusters of schools, mainly at primary level. It has made possible the extension of peripatetic teaching and thus of LOTE offerings. The system has committed itself to absorbing on-going costs of this expansion through the Resource Agreement, and subsequent stages of the project have been funded from other sources. The impact of the telematics project is described as "fantastic" by Ministry personnel.

The networking project originally involved the release of teachers to participate in inservice activities addressing the issues of transition and the establishment of networks among country teachers. Regional LOTE consultants played an important role, and teachers from the Catholic Education Office were invited to participate. The project continues, having received further funding in 1989 and 1990, and central office personnel consider the non-metropolitan networks to be "excellent".

Other statewide professional development projects planned for 1990 include workshops to enable teachers to develop units of work for students at VCE level, and the adaptation to LOTE of the ELIC model for professional development. Both will be documented to allow LOTE Consultants to duplicate the activities at regional level.

Materials Development

The project was initiated in response to community and teacher requests. Its aim was to overprint 17 storybooks, two concept books and the number frieze of the Greek Curriculum in a range of community languages, thereby providing locally relevant and methodologically sound materials for primary programs in minority languages. (The P-8 Greek Curriculum materials are the outcome of a major curriculum development project undertaken jointly by the Victorian Ministry and the South Australian Education Department during the 1980s, with substantial funding from the Commonwealth.)

In 1987, as a result of submissions from a number of community organizations, the Ministerial Advisory Committee on Migrant and Multicultural Education provided $78,000 for the adaptation of the

Greek materials into other languages. Translation and some typesetting were made possible by this initial grant. ASLLP funds ($224,377 -- one year only) were used to complete the task. The money was spent on artwork, typesetting and overprinting. Five hundred copies each of ten storybooks in a total of 12 languages have been produced. Most have already been sold as class sets. The languages involved were Macedonian, Turkish, Spanish, German, Croatian, Serbian, Maltese, Arabic, Japanese,Vietnamese and Khmer.

Studentships

In order to redress the shortfall of teachers of Chinese and Japanese, in 1988 the Ministry sought ASLLP funds for two related initiatives. The first was to establish short-term studentships to enable overseas trained teachers to upgrade their qualifications and thus achieve registration to teach in Victorian schools. The second sought to support potential teachers of these languages in the completion of their studies. However, despite a careful advertising and selection procedure, only 15 scholarships were offered, and only 13 taken up: four each in secondary Chinese and Japanese and five in primary Chinese. Although guaranteed by the Ministry, subsequent employment of the scholarship holders was problematic. Bonding was not possible, and a number of the teachers, especially in Japanese, proceeded to take jobs in the independent school sector. The project also experienced difficulties associated with the introduction of the Higher Education Contribution Scheme, although this was subsequently overcome by the Ministry.

Partial Bilingual Japanese Project

This is a pilot project to establish a partial bilingual program in Japanese, based on a successful model in German. It has links with Monash University and involves two clusters of primary and secondary schools, including country, metropolitan and some non-government schools. It is thus considered to be a good intersystemic activity.

It has had two years of seed funding in the first two years of the ASLLP Program (total: $102,124). This supported a Project Officer, employed by the Japanese Studies Centre at Monash, to work with teachers in schools already teaching Japanese to assist them to adopt a partial bilingual mode in their programs. The project also involves materials development, networking, on-going evaluation and eventual documentation and dissemination of outcomes. It is hoped that a Japanese consultant will be appointed to continue the project in 1990-91.

Partial Bilingual Programs

Further pilot programs, in Italian and Spanish initially, and in Chinese and Indonesian subsequently, were initiated in the second and third years of the ASLLP program, after considerable preparatory work. This is a project with considerable input from the tertiary sector. Its long-term aim is to offer the potential for P-12 study in the languages concerned. The project has received a total of $704,008 to date from the Ministry's ASLLP grant, with additional

funding to La Trobe University from the Victorian Education Foundation for the Chinese component.

The project involves four separate clusters of primary schools, one in each language, with links to local secondary schools. Each program has a representative steering committee. The funds have been used for teacher salaries, materials and travel costs, coordination and evaluation. It is intended that the teacher salaries be absorbed into the state allocation to the primary LOTE program in 1992.

LOTE Promotion
This was a one-year project in 1989 aimed at providing regional School Support Centres with seeding grants to assist in promoting P-12 LOTE.

LOTE Transition
Another project funded in 1989 only, this was designed to build on research done in 1987 on issues of primary to secondary transition in LOTE. The project involved the appointment of a coordinator to work with selected teachers to develop models, materials and strategies to facilitate transition from primary to secondary schooling.

Non-metro Japanese Development
The project was first funded in 1989, with continued funding sought for 1990. It provides native speaker teacher aides to support existing Japanese programs in the Central Highlands-Wimmera and Gippsland Regions and to extend language and culture awareness programs to students at neighboring schools. The project links with the Japanese Partial Bilingual Project through that project's teacher network, as well as with the Telematics Professional Development project.

LOTE Evaluation
The project was begun in 1989 as a 12 month study to evaluate and document LOTE programs P-12 in government schools, from both quantitative and qualitative perspectives. In 1990 it is proposed to extend the study to include more thorough investigation of secondary programs to assist with decisions about future support to programs and to document exemplary practice.

National Level Professional Development Projects
Funds have been sought from the General Element to release teachers in 1990 to attend professional development activities provided by tertiary institutions as part of the Professional Development Project funded under ASLLP's National Element.

VCE Research
This 1990 project aims to conduct research into the Year 12 participation and pass rates of students of Modern Greek. It was developed by the Ministerial Joint Standing Committee on Education: Hellenic Republic-Victoria in response to concerns within the Greek community about the performance of Greek background students at Year 12. It will involve a comparative study of students of Modern Greek, Turkish, Vietnamese, Italian and Japanese with respect to

participation in other subjects, pass rates in English, overall pass rates and entry into tertiary courses.

Action Research Maltese
Also a 1990 research project, it will investigate the maintenance of the Maltese language, the educational experiences and outcomes of Maltese parents and their children in government and non-government schools. The project was proposed jointly with the Victorian Ethnic Affairs Commission. It aims to assist schools and the Maltese community to address issues of educational disadvantage among the Maltese.

Administration
Funds were provided in 1988 for a 0.5 FTE coordinator and again in 1990 for a 0.75 FTE coordinator to manage the implementation of the Ministry's ASLLP projects. The grant also covered clerical, travel and incidental costs.

LANGUAGES AND YEAR LEVELS SUPPORTED

LANGUAGE	PRIMARY	SECONDARY	SENIOR SECONDARY
Arabic	√	-	√
Chinese	√	√	√
Classical languages	-	-	√
Croatian	√	-	√
Czech	-	-	√
Dutch	-	-	√
Estonian	-	-	√
French	-	-	√
German	√	-	√
Hebrew	-	-	√
Hungarian	-	-	√
Indonesian	√	√	√
Italian	√	-	√
Japanese	√	√	√
Khmer	√	-	√
Latvian	-	-	√
Lithuanian	-	-	√
Macedonian	√	-	√
Maltese	√	-	√
Modern Greek	-	-	√
Polish	-	-	√
Russian	-	-	√
Serbian	√	-	√
Slovenian	-	-	√
Spanish	√	√	√
Swedish	-	-	√
Turkish	√	-	√
Ukranian	-	-	√
Vietnamese	√	-	√

RELATED ACTIVITIES

The Ministry is responsible for the National Chinese Curriculum Project funded by the ASC, and has received ASC funding for teacher professional development. There is considerable intersystemic collaboration on ASLLP funded projects, and emerging cooperation between the Ministry and the tertiary sector, stimulated by funding to a number of Victorian universities and colleges under the Professional Development Project of the National Element of the program.

EVALUATION AND DISSEMINATION

Most of the Ministry's ASLLP Projects are overseen by representative steering committees or working parties which monitor the progress of the project. Several benefit from the involvement of external consultants. With the exception of the partial bilingual projects, which are subject to ongoing evaluation by the tertiary institutions involved, no formal evaluations of the projects have been undertaken. Several projects will be subject to documentation for the purpose of dissemination of information.

SUCCESSES AND CONCERNS

The ASLLP program has enabled the Ministry to move ahead more rapidly than might otherwise have been possible with a set of initiatives growing out of its LOTE policy and Action Plan. This is most notable in the VCE project, but is also reflected in several major, ongoing curriculum development projects which might not have gone forward without the injection of necessary funding. The initiatives which generate the most enthusiasm, however, and which correspond to the main emerging area of need are those which relate to the professional development of teachers. The cooperative relationships which have been established with the University and College sector as a result of ASLLP funding are seen to be a major breakthrough, and there is a strong desire on all sides to see them grow and strengthen.

The main areas of concern have been administrative, and arise from the interface between some of the ASLLP funded initiatives and those funded from other sources, notably the ASC. These relate in the main to conflicting deadlines, short time lines and the Ministry's desire to make logical, coordinated use of the funds available to support languages, irrespective of the source of funding. There has also been a perception that the Ministry's strong orientation towards community language programs, particularly at primary level has not been adequately supported by the perceived Asian language bias of the early ASLLP guidelines.

RELATION TO ASLLP OBJECTIVES

Ministry LOTE personnel feel confident that the ASLLP objectives in fact line up well with state priorities, which include expanding the potential for the continuous study of LOTE P-12, providing teaching materials appropriate to the development of quality programs and providing professional development for teachers. These priorities clearly relate to the first, third and fifth ASLLP objectives concerning provision, quality and continuity. In addition, those objectives focussing on increased retention in Year 12 and on bilingual programs are addressed by specific Ministry projects.

PERSONS INTERVIEWED

Ian Adams - Assistant General Manager, School Programs Division
Dina Guest - Senior Policy Officer LOTE (Bilingual Programs)
Pam Imberger - Coordinator, Commonwealth LOTE Programs
Ruben Ketchell - Senior Policy Officer, LOTE
Lyn Martin - Evaluation Officer, LOTE/ESL
Jenny Oldfield -Policy Officer, LOTE

Victoria
Catholic Education Commission

Victoria's Catholic education sector enrols about one third of the state's total student population. In 1989, the sector numbered just over 500 schools, of which slightly under 400 were primary, and about 100 were secondary. Total enrolments in 1989 were nearly 180,000: 100,000 primary students and 80,000 secondary students.

In 1989, 62,810 primary students were enrolled in one of 11 LOTES: Arabic, Chinese, Filipino, French, Greek, Italian, Maltese, Polish, Spanish, Vietnamese, Yugoslav. At secondary level, 48,209 students were studying one of nine languages, including Language Studies: French, German, Ancient Greek, Indonesian, Italian, Japanese, Latin and Spanish.

Approximately half the primary students study a LOTE through insertion classes run cooperatively with ethnic schools. There has recently been an increase in the number of secondary students studying a LOTE, although there is a continuing problem of attrition in later years of the programs. Italian is the most widely taught language in Catholic Schools, by a very considerable margin.

ASLLP GRANTS

The Catholic Education Commission has received a total of $928,000 in ASLLP General Element funding over the three years of the program. The money has been treated as a triennial grant, rather than as a series of annual grants, and this has enabled the Catholic Education Office to apply it to a three strand, on-going program:

VICTORIAN CATHOLIC EDUCATION COMMISSION ASLLP GRANTS

PROJECT	1988	1989	1990
Professional Development	$65,082	$85,000	$65,000
Sponsorship	$24,000	$100,000	$100,000
Materials/Program Development	$122,918	$173,000	$193,000
TOTALS	**$212,000**	**$358,000**	**$358,000**

The third strand, the Development of Programs and Provision of Materials, in fact involves a number of language-specific projects, most of which link into the Professional Development or Sponsorship Projects, or have elements in common with one

another. The funds have thus been used to create a particularly well integrated set of essentially developmental initiative.

The program initially included a fourth strand, an evaluation of the contribution of school language learning programs to English language competence. However, it did not prove possible to undertake the project, and it was deferred.

ADMINISTRATION

The Catholic Education Office was already well advanced in a LOTE policy and planning exercise prior to the advent of ASLLP funding. A Community Language Coordinating Group had been set up and had identified a number of priorities in the language field, including professional development and sponsorship. It was thus possible to apply the ASLLP funding to support those priorities when the grant program was announced. Additionally, a number of activities have involved joint planning with the Ministry and tertiary institutions.

Coordination of the ASLLP funded projects rests centrally with a group of Project Officers in the Catholic Education Office. It was not considered necessary to set up a separate management structure for ASLLP projects, as they could readily be integrated into existing structures in the LOTE and multicultural area. The projects in the Development of Programs and Materials strand are mainly school-based, but centrally monitored and supported.

DESCRIPTION OF PROJECTS

Professional Development

The project has developed a course to support classroom teachers in primary schools with established LOTE insertion programs provided by ethnic school teachers. It derives from the experience of ELIC and of ESL teachers, and takes a whole-school approach to showing how LOTE can be integrated across the curriculum. The aim is to bring English and LOTE teaching into a closer relationship, resulting in improved outcomes for students.

During 1988/89, a Project Officer ran training workshops for a group of tutor-teachers. This resulted in the production and trialling of a publication entitled *About Teaching Languages*, a six-unit professional development course designed for school-based inservice work. The units cover the following topics: "The Place of Languages in the Curriculum"; "Sociolinguistic Profiling"; "How Children Learn Languages"; "Language Teaching Methodology"; "Planning for Language Development in the Classroom"; "Monitoring and Evaluating Language Learning". The course is structured with a strong multicultural focus. Although there has been no direct contact with the ALL project, it is felt that the course is consistent with ALL.

In 1990, it is planned that the 30 tutor-teachers will take a leadership role in using the materials for school-based and cluster-based inservice activities. Some further developmental work, including the production of curriculum units and materials and the examination of transition issues, will also be undertaken.

The CEO has also entered into negotiations with tertiary institutions to enable teachers working with the course to claim recognition for that work in graduate diploma and master's programs. The tertiary institutions have agreed to give "bonus" points to teachers who have undertaken the course to increase their chances of enrolling in post-graduate course. Further discussion of the issue of assessment in the course will need to occur if the package is to attract formal credit. This will take place later in 1990. The long term aim is to integrate the course content into ESL or LOTE units currently offered by the tertiary institutions.

Sponsorships

The project aimed to identify a pool of teachers able to teach LOTE and to support them in gaining or upgrading the necessary formal qualifications. The project links to the Professional Development projects supported under ASLLP's National Element, and interconnects with several projects funded in the Development of Programs/Materials strand of the CEO's ASLLP program.

The project established widespread consultative mechanisms to enlist the support and involvement of educational consultants and principals and to ensure a coordinated approach with other education authorities. Priority was given to identifying mainstream teachers employed in the Catholic sector who had a high level of competence in LOTE but lacked formal qualifications. To date, a data base of about 100 such people, mostly at primary level, has been compiled. Concurrently, the project has entered into negotiations with the tertiary institutions to work toward the establishment of appropriate courses in language upgrading and methodology.

Although the funds allocated to this project have been used primarily for data collection and consultation rather than actual study awards, some funding has gone to local and overseas scholarships for teachers of Italian and Asian languages. Funds have also been used for study leave for Spanish teachers, conference attendance and teacher release to take part in other ASLLP funded activities.

Additionally, a group of 18 bilingual teacher aides, drawn from 13 schools and representing six languages, was provided with a training course. The eventual aim is to make a credential available to these people, who provide language support to mother tongue students in schools. A three-phase evaluation of this project by the International College of English took place at the end of the course, although the summary report has not yet been compiled.

In 1990, the project is to be subdivided into several sub-projects. The first will continue and extend the existing data collection and

professional development activities for teacher trainees in priority language areas. The second involves support to a LOTE Teacher Task Force which, in conjunction with La Trobe University, will explore P-12 issues in LOTE teaching and inter-systemic curriculum development. The third is a continuation of support to bilingual teacher assistants. The fourth aims to produce video clips of levels of language activity which can be used in classroom language acquisition.

Development of Programs and Provision of Materials (9 separate projects)

Project 1: Consolidation of Japanese Language Programs

This project has received $57,000 over the three year period. It is a multi-faced undertaking involving a teacher network centered around a strong, pre-existing secondary Japanese program. The focus school, Sancta Sophia College, had a cultural immersion curriculum element supported by a long-standing association with a sister-school in Japan. This was supplemented in 1988 by the introduction of Japanese language classes. The grant has also been used to assist in the establishment of the network in a cluster of schools from across the Melbourne metropolitan area; to support meetings of school principals; for overseas scholarships for Sancta Sophia's Deputy Principal as well as for teachers, who then will feed their experiences back into the network; and to employ native speakers to assist in upgrading teachers' language skills. The project has supported and strengthened existing programs and is attracting other schools interested in the introduction of Japanese. The Japanese teacher network meets on a bi-monthly basis. It is seen as a good example of the way in which ASLLP money has been used to enrich an existing program. The project was evaluated at the end of 1989 in preparation for developing a proposal for 1990.

Project 2: Development of Arabic Language Programs

Initially, an Arabic-speaking teacher was employed as a consultant to investigate the feasibility of expanding Arabic teaching in Catholic primary schools and of extending Arabic from primary to secondary level. This latter activity proved unsuccessful, and the project refocussed its activities on supporting existing primary programs and introducing new ones, and on providing regular workshops to enable teachers to develop curriculum materials and approaches. Funds over the three year period total $88,898, and have been used for teacher salaries and seed grants to schools. Two new Arabic programs have been established, and it is hoped that more will be introduced in 1990. The formal evaluation of the project has taken place, but individual schools carried out evaluation at the end of 1989.

Project 3: The Teaching of Vietnamese

A pilot P-2 bilingual program in Vietnamese and English was introduced into one inner-city Catholic primary school in 1988, and consolidated in 1989. While the program enrolled only mother-tongue speakers of Vietnamese in the first instance, it had been hoped to extend it to learners of other language backgrounds. However, this has not proved to be possible, and a shortage of

suitable teachers has meant that the bilingual element of the program has had to be dropped. In 1990, the focus will be on strengthening the Vietnamese literacy skills of strong mother-tongue speakers drawn from Years 3-6, and on teacher development activities supported by the Sponsorship Project. The Vietnamese project has been allocated a total of $59,620 over the three years of the program. Funds have been used for the teacher's salary and, in the first year, for the purchase of materials.

Project 4: Italian Curriculum Project

This is a joint activity with the Ministry of Education, and constitutes the Catholic Education sector's participation in this major project, designed to develop upper primary curriculum materials in Italian linking the ELLE, *Arcobaleno* and ALL approaches (see the report on the Ministry's activities for details). The CEO's share of the funding amounted to $52,800 over the 1988-90 period, and has been used for printing trialling materials, teacher release to attend trialling workshops, and sessional art work.

Projects 5 and 6: The Teaching of Chinese

These are two separate projects, each of which has been funded for one year only. In 1988, a grant of $12,000 was made available to print Chinese story booklets developed by children enrolled in Chinese language programs, and to produce and print flashcards, a dictionary and thematic teaching materials to support the introduction of the booklets.

In 1990, $23,000 will be allocated to support the introduction of a Chinese program in a school with a significant population of Chinese background students. A neighboring cluster of one primary and two secondary schools has been approached, and teachers are being sought, with the aim of eventually establishing a network of programs.

Project 7: Growth of Language Studies in Secondary Schools

This is essentially a "grassroots" project which aims to promote the study of LOTE from P-12 by focussing on issues associated with the transition from primary to secondary study. A consultant was appointed during 1989 to work with a cluster of seven primary and one secondary schools to identify means of increasing the numbers of Italian language students at secondary level. The group came up with a set of recommendations, including data on the learning outcomes of primary LOTE programs. In 1990, four project groups will be established to work with the consultant to provide answers to the curriculum issues thus identified. They will also study issues related to continuation rates into senior secondary LOTE and work on VCE Years 11 and 12 study designs. One school will be assisted with the introduction of a partial bilingual program in Year 7. The project has been funded for two years only, to a total of $31,000, used primarily for the consultant's salary. Participants took part in sessions evaluating the project late in 1989. The overwhelming response was extremely positive. Because of this success, it has been extended to several more school networks. It is also anticipated that the project

will feed into a Transition project supported under the Professional Development (National Element) program.

Project 8: Support of School Based Programs: Teacher Guide
This project has run for the full three years of the funding program, with grants totalling $154,600. It altered its focus between the first and subsequent years, but its basis in ideas generated by networks of primary LOTE teachers has remained constant.

In the first year, funding was made available to support a series of initiatives identified through regular cluster meetings of all primary schools conducting LOTE programs. These included subsidizing the publication of teacher support materials on LOTE methodology, and grants to 206 primary schools teaching Italian and to 11 secondary schools teaching Indonesian or Japanese for the purchase of materials.

In 1989, again as a result of issues identified in cluster meetings, the project narrowed and redefined its objectives, and focussed on the development of a Teacher Guide based on the Arcobaleno materials. This involved drawing together and workshopping materials developed by teachers in order to produce a guide to daily planning for the LOTE classroom. The Guide takes into account current developments in LOTE teaching, such as ALL, to show how curriculum decisions can be linked to linguistic goals.

In 1990, the project will continue with the publication and distribution of the Teacher Guide materials.

Project 9: Support of School Based Programs: Bilingual Workshops
This project was initiated in 1989 in response to discussions in cluster meetings of teachers in bilingual and mother tongue programs during the preceding year. The project was funded in 1989 and 1990, to a total of $10,000. This has been used for costs related to running workshops for bilingual teachers, including replacement costs for classroom teachers, costs of speakers and venue hire and administration. The workshops, which are separate from the normal cluster meetings, are structured around the production of materials and discussion of issues relating to bilingual teaching. In 1989 the focus was on the Victorian Ministry's Frameworks documents and the ALL Project. In 1990, teachers will focus on identifying ways of integrating LOTE into the work of classroom teachers.

LANGUAGES AND YEAR LEVELS SUPPORTED

The CEO's ASLLP projects have been largely focussed at primary level, and have a strong multicultural orientation. Some targeted first language learners only, but in general there was an effort to promote the growth of a "language learning culture" in the whole school.

A number of the ASLLP-funded projects were not language-specific or level-specific, and details of the actual languages involved were not available in all cases. Of those for which information was available, the breakdowns are as follows:

LANGUAGE	PRIMARY	SECONDARY	SR. SEC.
Arabic	√	-	-
Chinese	√	-	-
Indonesian	-	√	-
Italian	√	-	-
Japanese	-	√	-
Vietnamese	√	-	-

RELATED ACTIVITIES

The Catholic Education Commission does not receive any ASLLP National Element funding but has received Asian Studies Council monies for teacher scholarships. It does, however, offer a range of programs in related areas, including New Arrivals and Ethnic Schools programs, and there are connections, either directly or through common management structures, between these programs and the ASLLP projects.

EVALUATION AND DISSEMINATION

Information about evaluation has been included in the discussion of individual projects.

Information about several of the projects, for example, the About Languages course, has been disseminated through the CEO magazine *Diversity*. They have also been able to produce a teacher booklet and full-color glossy support material related to this project, which have, likewise, been made available to schools through the newsletter. There are concerns about the eventual mechanism for distribution and sales of the materials produced by the joint Ministry-CEO Italian project, and it is the view of the CEO staff that some sort of national body is needed to evaluate and distribute materials produced in the LOTE field.

SUCCESSES AND CONCERNS

As has been noted, the timing of the ASLLP program has been fortuitous for the CEO in that it has enabled the system to support and carry forward its policy and priorities. There are strong interconnections among the ASLLP funded activities and between them and initiatives funded from other sources, and the over-riding

impression is of a particularly coherent and tightly integrated package.

CEO personnel are pleased with the contribution of the projects towards the system's long-term goals in the LOTE area. Indeed, it is considered that the demise of the ASLLP program after only three years would have an unfortunate impact on the CEO's activities. It is their view that for long-term changes to occur, a three year development phase needs to be followed by a five-year consolidation phase, during which new initiatives are supported until they are firmly established.

They also consider that intersystemic collaboration within the state is absolutely crucial to the success of endeavours such as professional development, and would like to see this fostered at individual school, as well as central administrative, level.

RELATION TO ASLLP OBJECTIVES

The Catholic sector's priorities in the LOTE area are generally consistent with the thrust of the National Language Policy and the objectives of the ASLLP program. The funding submissions for the CEO's projects identify those projects which are seen to contribute to fostering each of the ASLLP program's objectives. Of the objectives directly addressed by individual projects, those relating to promoting of the growth of language study (#1) and to improving the quality of LOTE programs (#3), are clearly well served. Several projects have some relevance to the objectives involving transition issues (#5), bilingual programs (#4) and increased language study at senior secondary level (#2), although this latter is only distantly addressed. Several of the projects are designed specifically to promote commonality of curriculum development (ASLLP objective #6), albeit within the Victorian context.

PERSONS INTERVIEWED

Peter Dawson - Chairperson, Special Programs
Sarina Greco - Coordinator, Migrant and Multicultural Education Team
Lorna Hannan - Deputy Chairperson, Special Programs
Rosemary McLouglin - ESL General Officer (Secondary)
Elina Raso - New Arrivals Teacher
Anne-Marie Ryan -ESL General Officer (Professional Development)
Easter Wu - ESL General Officer (Primary)
Silvana Zennaro - Community Languages Officer

Victoria
Association of Independent Schools

The Association of Independent Schools of Victoria Inc. represents 145 of the 172 of the non-Catholic, non-government schools in the state. About 80% of member schools are located in metropolitan areas.

In 1988, 114 independent schools (69%) offered at least one LOTE; 38 (23%) offered two, 19 offered 3 (11%) and 14 (18%) offered 4 or more LOTEs. Only 9 of the 114 schools with a secondary component did not offer a LOTE, and of the remaining schools without LOTE programs, 43 were small primary schools. Twenty-six percent of primary students and 50% of secondary students studied a LOTE in 1988, with over 15% continuing their LOTE study at Year 12 level.

Curriculum and policy decisions in the sector rest entirely with the individual schools, and the Association stresses that it has no authority to determine or enforce educational goals for member schools.

ASLLP GRANTS

A total of $402,000 in General Element funding has been made available to the AISV during the three years of the ASLLP program.

ASSOCIATION OF INDEPENDENT SCHOOLS OF VICTORIA
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Administration	$10,000	$28,000	$45,000
Professional Development	$5,000	30,000	33,650
Teacher Recruitment, Training	$5,000	$54,500	-
Grants to Schools	$72,000	$42,500	$76,350
TOTALS	**$92,000**	**$155,000**	**$155,000**

The money has been distributed between central and school-based projects. In the first year, most was spent on one-year materials development projects, while in subsequent years professional development and pilot programs have steadily increased their share of the program.

ADMINISTRATION

To oversee the allocation of ASLLP funds, AISV established an ASLLP Consultative Committee, composed of LOTE teachers and chaired by a respected principal who had recently chaired the Western Australian Ministerial Advisory Committee on LOTE. Its membership was subsequently expanded to reflect the range of languages taught in independent schools and to ensure representation from the government and Catholic education systems.

Projects were funded on the basis of submissions from schools and advice from schools as to general areas of need. The ASLLP guidelines initially appeared to support Asian languages, and the committee identified a need in this area. The committee also identified teacher professional development and materials development as priority areas for independent schools. In selecting projects to receive grants, the committee looked for proposals which were innovative, which had wide applicability and would have benefit beyond the project school, materials which would be directly useable in the short term, which would fill gaps and meet immediate needs, and projects which could be completed within the funding period or transferred to school resources.

The AISV experienced problems with the administration of the program in that DEET deadlines did not allow sufficient lead time for the preparation of good-quality submissions from schools, and notification of approval of projects came too late to enable schools to mount them from the start of the school year, especially in the first years of the program. There was a related problem arising from the fact that funds did not become available until June for projects which had commenced in January, creating real difficulties for a sector which is not in the financial position to underwrite the projects until funding arrives.

DESCRIPTION OF PROJECTS

Administration

Funding totalling $83,000 was provided for the administration of the program across all three years of the program. This included the salary of a part-time ASLLP Administrative Officer, based in the AISV office, as well as for related administrative expenses. (Annual increases in the level of funding reflect increases in the fractional appointment of the Administrative Officer in response to increases in her workload associated with the professional development project.)

The Administrative Officer coordinated and monitored the progress of school-based projects, arranged all professional development activities, organized or assisted with centrally-based projects and handled all administrative tasks associated with the program.

Additionally, in 1988 she undertook a survey of LOTE teaching in Victorian independent schools, producing a comprehensive set of

data on programs and enrolments across the sector. The survey, which also sought comment on schools' needs in the LOTE area, received a 100% response. The comments thus gathered were used by the ASLLP Consultative Committee in establishing priorities for the allocation of grants. A follow-up survey was conducted early in 1990.

Professional Development

Professional Development has been an on-going project, with funding across the three years to a total of $68,650. As the sector lacks centralized resources for inservice and consultancy support, this project provided a unique opportunity for independent school teachers from all languages and levels to have access to professional development activities.

In 1988, funds were used to support visits to schools conducting exemplary LOTE programs, organize seminars and provide consultancy for curriculum development. Eight schools offered to host visiting teachers, although time constraints and problems of teacher replacement made uptake of these visits very limited. Five seminars were run, attracting 169 teachers from 66 schools. Topics included "How to Develop a P-12 LOTE Policy"; "Setting up a Primary LOTE Program"; "Being a LOTE Entrepreneur"; "Introducing Asian Languages and Cultures"; and "Implementation of the VCE French Course".

Subsequent years' programs have built on these initiatives, adding the establishment of a LOTE Coordinators' Network and provision for attendance at interstate conferences. Seminars focussed on methodology, use of computers, the ALL and NAFLSSL projects, promotion of materials developed with ASLLP funds and an increasing level of language-specific work. The Coordinators' Network is reported to be gaining momentum and beginning to work well.

Teacher Recruitment and Training

These were two separate but related projects aimed at addressing the shortage of qualified teachers of Asian languages. In 1988, $5000 was allocated to employ a qualified Asian language teacher on a part time basis to interview students of Asian languages at Victorian universities and colleges to encourage them to think about teaching careers. As a result of these discussions, a report on "The Recruitment of Asian Language Teachers" was prepared. The report identifies some impediments to the recruitment of teachers from the ranks of recent graduates and suggests recruitment initiatives which might be taken.

One of these initiatives involved developing the language skills of teachers and prospective teachers. In 1989 this proposal was taken up in a project aimed at training Asian language teachers, with an allocation of $54,500 from ASLLP supplemented with a $13,000 grant from the Asian Studies Council. Part of the funds were used for 14 scholarships for current or intending teachers to undertake intensive study in Japan, China or Indonesia. This project was run as

a joint project with the Victorian Ministry of Education and the Catholic Education Office. Funding was also given for five scholarships to assist final year Asian language students to meet the cost of Diploma of Education studies and seven scholarships for further studies for teachers to complete Asian Studies majors.

Grants to Schools

These comprised a major component of the program funding, and were used primarily to support materials development in Asian languages, especially Chinese. Most were "one-off" projects resulting in the publication of student or teacher courses or supplementary material, but some involved several years' funding. Additionally, there were seed grants for the establishment or extension of programs and for the introduction of educational technology. In all cases, there was an expectation that the projects outcomes would be made available to teachers in other schools.

Materials development activities included the development of a range of teaching and resource materials, including both print, audio and graphic materials, for teaching Mandarin Chinese to second language learners at primary and secondary levels; the development of two separate courses in beginners' Japanese for secondary students; the production of resource materials for secondary Indonesian programs; the development of a beginners' workbook in Arabic and the development of resource materials for secondary German programs.

New or extended programs were supported in primary Chinese, French, Indonesian and German, as were the extension of French teaching in a cluster of country schools and the piloting of a bilingual immersion program in Hebrew.

Technology-based projects included acquisition of satellite receiving equipment to permit the recording of foreign language TV broadcasts, establishment of a telematics network among four Gippsland schools (including government schools), and projects in Chinese and Japanese involving the use of computers.

A complete list of projects appears in the chart at the end of this section.

LANGUAGES AND YEAR LEVELS SUPPORTED

Given that the independent schools' LOTE profile is weighted mainly towards the secondary area, and given that building up the sector's Asian languages base was an identified priority, it is not surprising that the bulk of the AISV's ASLLP has gone to these areas, particularly in the earlier rounds of funding. They do not consider that they have been putting all their eggs in one basket, however, and the needs of other languages and primary programs have been addressed in later rounds to achieve a good overall spread of areas served:

LANGUAGE	PRIMARY	SECONDARY	SR SECONDARY
Arabic	√	-	-
Chinese	√	√	√
French	√	√	√
German	√	√	√
Hebrew	-	√	-
Indonesian	√	√	√
Japanese	-	√	√

RELATED ACTIVITIES

Joint initiatives with the government and Catholic education sectors, one partially funded by the Asian Studies Council, one relating to school clusters, have already been discussed. Other activities relate to national projects in Asian languages.

Materials developed under the National Chinese curriculum project funded by ASC are still in draft form and the AISV is awaiting the final documents before determining how and where their materials will complement the national project. The national project is aimed at first language speakers at primary level, whereas the AISV Chinese materials are designed for second language learners at secondary level, and are essentially supplementary materials.

Likewise, there is an interface between the AISV's two Japanese course development projects and the ASC-funded National Japanese Curriculum Project being undertaken jointly by the government education systems in Queensland and Western Australia. AISV course writers are aware of the national project but again are not certain as to where their materials will fit in with it as the national curriculum is still in draft form.

The AISV is attempting to clarify the relationships between projects funded in the area of Asian languages by ASLLP's two program elements, the ASC and the Australia-Japan Foundation. They are concerned that projects be developed carefully and in a coordinated manner.

EVALUATION AND DISSEMINATION

The Association notes, in its submissions, that, as it has no authority to determine or enforce educational goals for independent schools, it would be "inappropriate for AISV to establish specific performance indicators or targets" for school-based projects. Thus there has been no formal, central evaluation of the projects, although their progress is monitored by the ASLLP Consultative Committee, which has required each project to contain an appropriate evaluative

mechanism. Typically, this has involved a requirement that teachers making use of the materials or participating in the activities developed by the project provide feedback to the project coordinators about the success or otherwise of the outcomes. It is not known to what extent this has occurred.

To disseminate information about the projects, the AISV has made use of the Coordinators' Network, newsletters, bulletins and a program of seminars and school visits. The seminars have been particularly well attended (in Geelong, for example, 40-50 teachers took part). Funding for the dissemination has largely come from the Professional Development Project.

The Program Coordinator has handled the distribution of materials produced by the various school based projects, and reports that processing purchase orders has become a major part of her activities. Complimentary copies of the materials have been sent to all non-government, non Catholic Victorian schools teaching the language in question, and orders have come from many Victorian Ministry and Catholic schools as well as from interstate and from across education sectors. Sales figures have been encouraging. As at 5/2/90 they were:

MATERIALS	COPIES/SETS SOLD
Arabic Work Book	5
Indonesian Scripts and Listening Exercises	17
Indonesian Indeh	24
Let's Learn Japanese	802
Asian Language Flash Cards	74
Primary Chinese Activities Books	174
Essential Characters for Students of Chinese	93
Chinese Audio Lab Lessons	21
Chinese Resource Kit	22
Chinese Reader	17

SUCCESSES AND CONCERNS

The Association's Executive Director reports that she has been "absolutely amazed" by the amount that has been done with the ASLLP funds, and considers that it has been the best use of Commonwealth funding she has ever seen. She attributes this to the free hand which DEET has given the AISV in determining the projects; the fact that the ASLLP Consultative Committee has assembled the required expertise to make wise use of limited resources; and the fact that the process has been largely a "bottom-up" one, with practising teachers involved and schools taking full responsibility for achieving outcomes.

It is true that the AISV's ASLLP projects have been particularly rich in concrete outcomes, with a significant number of curriculum materials and research reports published and in the hands of schools

and teachers. There is, however, a problem about how these materials will be distributed once the ASLLP-funded Administrative Officer's contract runs out, as the AISV has no other mechanism for handling these materials. There is also an issue of copyright, initially raised in the Association's submissions, in the event that reprints or further development or revision of the materials are to be undertaken.

The degree to which the ASLLP Consultative Committee has become a central focus for LOTE in a very de-centralized sector is also seen to be an indicator of the program's success. The group is small, dynamic, democratic and unusually well informed about LOTE policy and curriculum activities and issues nationwide. It has provided a valuable learning experience for its members and has increasingly served as a consultative body to the Association for matters touching on LOTE. It has contributed to intersectoral cooperation in LOTE. It is an example of an unexpected, positive side-effect of the ASLLP program, although it is not certain whether it will continue to exist once the program ceases.

It is considered that the ASLLP program has been successful in creating awareness among AISV schools of needs in the LOTE area, and in responding to them, particularly insofar as Asian languages are concerned. Some of the materials would never have been produced without the grant monies and the teacher seminars have been very important in helping to break down teacher isolation and to stimulate new initiatives in schools. However, it is not clear how enduring these effects will be, particularly given the sector's lack of consultancy or other teacher support services. While the Coordinators' Network will probably continue, and take on something of this role, it is felt that its momentum may soon be lost.

RELATION TO ASLLP OBJECTIVES

The non-government, non-Catholic sector in Victoria has a strong sense of its own independence with respect to Commonwealth objectives and priorities, and made this point strongly in its annual ASLLP submissions, noting that "the Commonwealth recognizes that non-government schools have their own individual educational objectives and priorities." Nevertheless, it is considered that the AISV priorities, as expressed through the allocation of grants, and the ASLLP priorities, as expressed in their guidelines, are in fact complementary.

While a number of the ASLLP objectives are consistent with the AISV sector's objectives (e.g. promotion of language learning and improvement of the quality of second language programs), others are not as appropriate. The matter of commonality of curriculum frameworks and practices can be seen to cut across the schools' right to self-determination (although the issue of portability of language study is acknowledged). Given the current student population in independent schools, bilingual programs are seen as important when

aimed at increasing competency in a second language but less important when aimed at mother tongue maintenance.

PERSONS INTERVIEWED

Chris Bradke - Head of Languages, PLC, member of the ASLLP Consultative Committee
Ruben Ketchell -Senior Policy Officer (LOTE), Victorian Ministry of Education, member of the ASLLP Consultative Committee
Steven Lee -Senior Chinese Master, Camberwell Grammar School, member of the ASLLP Consultative Committee
Ross Macaulay -Independent Japanese Language Consultant, Member of the ASLLP Consultative Committee
Judy Oakes - Administrative Officer, ASLLP Program, AISV
Fiona Ogilvy - O'Donnell - Executive Director, AISV
Evelyn Tindale - Deputy Executive Director, IARTV, member of the ASLLP Consultative Committee

ASSOCIATION OF INDEPENDENT SCHOOLS OF VICTORIA - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
COBURG ISLAMIC SCHOOL	Development of teaching materials.	Arabic	√		2000			
MELBOURNE GRAMMAR #1	Creation of a primary language course and teaching methodology.	Mandarin Chinese	√		1500			2 year project. Targets second language learners.
MELBOURNE GRAMMAR #2	Development of Chinese character text.	Chinese		√	4500			Writing and reading skills years 8 - 10.
MELBOURNE GRAMMAR #3	Interview modules.	Chinese		√			8150	Audio interviews with young Chinese plus related units of work for Years 10-12.
MELBOURNE GIRLS GRAMMAR	Development of audio laboratory lessons	Chinese		√	4100			10 half-hour lessons and support material for year 8.
PENLEIGH AND ESSENDON GRAMMAR #1	Development of reader and A.V. material.	Chinese		√	6000			Script, grammar notes and audio material based on classical story.

ASSOCIATION OF INDEPENDENT SCHOOLS OF VICTORIA - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
PENLEIGH AND ESSENDON GRAMMAR #2 (WITH TRINITY GRAMMAR)	P-10 Resource materials.	German	√	√		14900	8000	Kits for units of work on "Careers' and "Animals" with diplay material and teachers resource folder.
CAMBERWELL GRAMMAR #1	Development of resource kit.	Chinese		√	6000			Supplementary language and culture materials.
CAMBERWELL GRAMMAR #2	Use of computers to improve teaching.	Chinese		√		3800		Purchase of software, trialling and inservice of other teachers.
GIRTON COLLEGE #1	Development of sets of annotated prints: "Indeh"	Indonesian		√	6500			Photographs with notes and vocabulary for VCE oral work.
GIRTON COLLEGE #2	Development of audio tapes and student exercises.	Indonesian		√	1400			5 cassettes with transcripts and exercises drawn from Radio Australia broadcasts.
GIRTON COLLEGE #3	Expansion of LOTE into primary school.	Indonesian	√				2700	Salary for materials and teacher aide to introduce Yrs. 4-5-6 program.

ASSOCIATION OF INDEPENDENT SCHOOLS OF VICTORIA - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT			COMMENTS
					1988 $	1989 $	1990 $	
ST. CATHERINE TOORAK #1	Use of computers in LOTE teaching.	Japanese		√	2800			Trial use of word processing software, TTNS data base and electronic mail. Yrs. 10 - 11 - 12.
ST. CATHERINES TOORAK #2	Expansion of program.	French	√				6000	Materials and resources to support extension of existing 4-12 program to P-3.
ST. ANNE'S AND GIPPSLAND GRAMMAR	Development of beginners' course, "Let's Learn Japanese".	Japanese		√	11400	0	4000	Produced textbook then workbook.
MENTONE GIRLS' GRAMMAR #1	Establishment of a satellite receiving station to receive foreign language programs.	French German Japanese		√	8400			Will produce videos for distribution to other schools.
METHODIST LADIES COLLEGE #1	Goal-based assessment in Secondary LOTE.	All LOTE		√	0	2800		
METHODIST LADIES COLLEGE #2	Development and implementation of Primary Course P-6.	German	√			2000		Retraining of Secondary teachers in primary LOTE methodology.
CHRISTIAN COMMUNITY COLLEGE MARYBORORGH	Extended French program.	French		√		7000		Establish and equip language room and extend program to cluster schools including government schools.

ASSOCIATION OF INDEPENDENT SCHOOLS OF VICTORIA - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT			COMMENTS
					1988 $	1989 $	1990 $	
MOORABBIN TAFE	Develop textbooks, Activity Books and Tapes.	Japanese		√		8500	8500	Complete course for Beginners and Intermediate.
IVANHOE GIRLS GRAMMAR	VCE materials development.	Chinese		√			5000	Reading and audio resource materials.
ST. PAUL'S ANGLICAN GRAMMAR	Telematics network.	German Japanese		√			28000	Equipment and resources to set up Telematics Cluster among 4 Gippsland schools.
MT. SCOPUS COLLEGE	Bilingual Immersion program.	Hebrew		24			6000	A late immersion program for Yrs. 7-8.

Western Australia

Western Australia
An Overview

The following is a summary of a roundtable discussion held with representatives of the government and non-government education sectors. It is a compilation of views expressed by the individuals concerned and does not necessarily represent the official position of the systems involved, or a state consensus on any particular issue. Its purpose is to give an overview of reactions to the ASLLP program and to LOTE issues in the state.

Western Australia is characterized by diversity in the way in which the three education sectors have approached the use of ASLLP funding: wholly centralized in the State system; school based with strong central guidance in the Catholic sector; and wholly school-based in the independent sector. There is relatively limited information sharing among the sectors, despite several joint initiatives. It is also the state in which the *ALL Guidelines* appear to have had the greatest influence, in non-government as well as government systems.

FUNDING AND POLICY

In all, Western Australia has received $1,449,000 in General Element ASLLP funding, and $175,000 in National Element grants for professional development and distance education activities.

WESTERN AUSTRALIA ASLLP GRANTS

YEAR	GENERAL ELEMENT	NATIONAL ELEMENT
1988	$331,000	-
1989	$559,000	$175,000
1990	$559,000	(not allocated)
TOTALS	**$1,449,000**	**$175,000**

All three systems' representatives were enthusiastic about ASLLP, considering it to be a good program. It has enabled new initiatives to take place and significantly enriched existing ones.

The differing abilities of systems to cope with Commonwealth funding programs were highlighted in Western Australia. The

government system had no problems with funding and administrative arrangements. Representatives of the non-government sectors on the other hand, reported that they always had a "sense of being behind the eight ball" with respect to the guidelines and due dates for submissions. The rules change, they felt. The circulation in one instance of draft guidelines made them uncertain about calling for proposals from schools. The fact that "everything happens at the end of the year when schools are busy" creates a particular problem in attracting good quality proposals for school-based projects, and potentially worthwhile projects had to be refused. It was generally felt that Canberra did not appreciate the situation of the non-government sector which, lacking a strong central bureaucracy, needed longer lead times for disseminating information and for coherent planning to occur.

OBJECTIVES

The ASLLP guidelines and objectives raised the question of whether sensible national priorities can be set. The earlier guidelines were felt to have been too vague, eliciting "shopping-list" type proposals for school-based projects. Later attempts to tighten the objectives were not always relevant to Western Australian needs. Bilingual programs, for example, were felt to be more appropriate to states like Victoria, while the focus on continuity and transition was seen to be less important in Western Australia than developing primary programs. While all systems felt that they had been able to concentrate on those of the ASLLP objectives which most closely reflected their own needs, it was suggested that future programs might do better to set broad national goals and let states set their own objectives within this framework. Some of the objectives were seen to be strategies rather than objectives. Nevertheless, all three systems felt they had been able to meet their own objectives within the ASLLP guidelines.

OUTCOMES

There was consensus that ASLLP funding, coupled with the promulgation of both Commonwealth and state policies on languages, had raised awareness about LOTEs' place in the schools, and that most of the activities funded under ASLLP would not have occurred without the program. However, there did not seem to be evidence that ASLLP funding stimulated related initiatives or released resources for other purposes.

None of the systems felt able to evaluate the outcomes of the ASLLP initiatives. "How can you assess qualitative improvement after only three years?" one person asked, although all felt that the school-based projects were producing quality results. Independent schools reports on 1989 projects reflected this: for example, a school which had employed a native speaker assistant to enrich its Japanese program reported:

> *One of our Japanese students ... won the Japanese Exhibition in the T.E.E. exam, a fact which we feel owes a lot of credit to the extra confidence gained from the extra, intensive oral/aural work. Overall, we feel that the gain in confidence in even the weakest students was directly due to their exposure to a new "voice" and a genuine native speaker.*

All three education systems in Western Australia appear to have made solid progress towards the ASLLP objective directed towards greater commonalty of approaches to LOTE teaching. The Ministry's prescription of the *ALL Guidelines* has had an impact across all three systems, especially (insofar as ASLLP-funded projects are concerned) in the area of teacher development and methodology. There is also likely to be a feedback effect from syllabus development work funded by the ASC and the Ministry. Indeed, there has been a close connection between the National Japanese Curriculum project and the Ministry's ASLLP proposals, with sharing of staff expertise and the development of the ASLLP-funded post-compulsory Japanese syllabus. Clearly, National component projects, irrespective of their source of funding, have been catalysts for new ideas in Western Australia, although a few (e.g. the Distance Education Project) are less positively viewed.

FUTURE DIRECTIONS

Nevertheless, the prognosis as to future initiatives in LOTE once ASLLP funding ceases is relatively pessimistic. In the government sector, the central LOTE team (three of whom are ASLLP funded) will probably be disbanded, and the pace and scale of activity will slow considerably. Many things will stop, especially dissemination of project outcomes to schools. The Catholic sector is confident that most of the new programs seeded with ASLLP money will continue but other school-based initiatives probably won't. The short timelines under which ASLLP funding operated had made adequate forward planning impossible and, it was pointed out, "you can't ask schools to make long-term commitments at short notice." There was concern about the degree to which LOTE programs are reliant on outside funding and thus prone to disappear when funding ceases. As one independent school teacher succinctly put it, if ASLLP funding indeed ceases, the effect will have been "like putting in a plant and not watering it."

All three systems had clear ideas about future priorities if funding were to be extended. Teacher training and recruitment, together with teacher development, were the top of everyone's list. Teacher supply is clearly an issue, and there is concern about whether the tertiary institutions are in fact able to meet the need. Primary generalist teachers should have LOTE training and the tertiary programs are not seen as set up to do this. Future funding, if it occurs, should focus less on seeding new initiatives and more on consolidating what already exists and helping to ensure LOTE

programs are "built into" the system and not merely "add-ons". The current linking of LOTE to economic trends exacerbates this, it is feared, because the "Japanese bubble will burst" leaving LOTE programs again in the lurch. It is considered that there are, and always have been, intrinsic reasons for language learning, and that these should be returned to as a way of re-integrating LOTE learning into the curriculum.

More generally, concern was expressed about the smallness of the LOTE field and its vulnerability. LOTE teachers don't see the broader picture, it was felt, and teacher isolation is a problem. National consultative meetings have helped correct this to some extent. However, although the they have been valuable at systems level, if they are to continue they need a "constructive and on-going agenda" and good feed-back mechanism, something which has not always been the case. Teleconferences, as alternatives to meetings, are an idea, although probably not suitable for collaborative national projects.

PARTICIPANTS

Gisela Birch - Consultant, LOTE, WA Ministry of Education
Ian Fraser - Executive Officer, Association of Independent Schools of WA
Margaret Jordan - Coordinator of Languages, St. Mary's Anglican Girls' School, Association of Independent Schools of WA
Erica Kalaitzis - Consultant, ESL (Secondary), Catholic Education Office of WA
Pam Moss -LOTE Project Leader, WA Ministry of Education
Justin Overman - Acting Senior Curriculum Officer, WA Ministry of Education
Anne Sayers -Consultant, ESL (Primary) Catholic Education Office of WA

REVIEWER

Anne Martin

Western Australia
Ministry of Education

In 1988, the Ministry adopted a policy for the teaching of languages in government schools, based on the ministerial report *Languages for Western Australians*, together with a 10 year implementation strategy for LOTE. Projects proposed for ASLLP funding are derived from the Implementation Strategy Plan, and are intended to be consistent with both state policy and the ASLLP objectives. One tenet of the policy is that the *ALL Guidelines* will form the basis for curriculum and syllabus development in the government system. Western Australia is the only state where the *ALL Guidelines* have the status of a requirement.

A total of nine languages are taught in state secondary schools, with just over 1300 students studying a LOTE in 1987. Primary programs are provided by itinerant secondary teachers from the local high school, under the Contributory Primary Language Program.

ASLLP GRANTS

The Ministry has received a total of $1,112,000 in ASLLP funding. In 1988 and 1989, all the funds were assigned to on-going centrally-based projects. In 1990, approximately one quarter of the allocation will go to Districts to support the decentralisation of LOTE services. No school based projects have been funded. Projects and proposed annual allocations (drawn from submissions) are given in the following table.

WA MINISTRY OF EDUCATION DETAILS OF GRANTS

PROJECT	1988	1989	1990
Bilingual/immersion programs	$186,000	$92,200	$94,000
ASLLP Officer	$4,000	-	-
Post-compulsory courses	-	$57,500	$62,600
Teacher Development	$28,450	$88,800	$59,000
Primary LOTE officer	-	$48,000	$48,000
Aboriginal LOTE Programs	-	$135,200	$60,400
District Grants	-	-	$105,000
TOTALS	**$254,000**	**$429,000**	**$429,000**

Some of these proposed allocations were subsequently altered and the way in which the funds were actually used was not possible to

ascertain. Authorization was given by Canberra for some unspent funds to be carried over for future use.

Shifts in the distribution of funds reflect delays in start-up in certain projects, natural evolution as the projects developed and the disruptive effect of a four month period of industrial action in 1989, during which LOTE curriculum projects, among others, were black-banned by the teachers' union. In the main, work on the projects did not actually begin until 1989. The frustrations caused by such impediments to the smooth development of the projects were strongly felt by the Ministry staff involved.

The Ministry also received National Element grants in 1989 for a Distance Education Project Officer ($75,000) and for the training of experienced primary school teachers with a LOTE background as primary LOTE specialists ($100,000). These projects are discussed in the section on National Element projects.

ADMINISTRATION

The projects are centrally administered. The initial funding proposals were shaped by the officer responsible for the LOTE policy and implementation plan, but following reorganization within the Ministry, management of the ASLLP projects passed to the LOTE team in the Curriculum Programs Branch, which also comprises Project Officers engaged in the production of the National Japanese Curriculum, funded through the ASC as well as state-funded writers working on the development of lower secondary syllabi in French, German and Italian.

DESCRIPTION OF PROJECTS

Bilingual/Immersion Project

The Bilingual/Immersion project was identified from the inception of ASLLP funding in 1987/88, with the aim of setting up partial-immersion programs in two primary schools initially, following a model successfully functioning in Victoria. Although the project has appeared annually in funding submissions with a target total of $459,000 in funding, it has experienced delays and work on it is only just beginning, with schools to be invited early in 1990 to express interest in participating. Plans call for the employment of two teachers and an observation visit to Victoria by the teachers and principals prior to the start of teaching. The languages to be taught will depend on the schools selected.

Post-compulsory Courses

The project originated as a proposal to develop post-compulsory LOTE courses in Chinese, Indonesian and Japanese to provide vocationally-oriented Senior Secondary programs as an alternative to the existing courses oriented to tertiary entrance. The Japanese

course was compiled in 1989 and is closely linked to the ASC funded Japanese National Curriculum project. In 1990, it is planned to move into a second stage of the proposal and write courses in French, German and Italian. These are courses for students beginning the language at post-compulsory level. They are compatible with the ALL Project and, although there has been no explicit connection with the NAFLSSL Project, it is considered that the materials will fit that framework as well. There is no connection between the planned French and German courses and similar programs being developed in the independent school sector, also under ASLLP funding. This is because the latter are school-based projects, registered for use in that school only, while the Ministry intends its courses to be accredited for wider use.

Teacher Development

The teacher development project was one of the main victims of the 1989 industrial action. Early in 1989, members of the ALL Project team were brought to Perth to assist the Ministry's LOTE team to develop a model for inservicing teachers in the Ministry's new ALL-based syllabi. Planned inservice workshops for teachers had to be cancelled, however, due to union bans in the second half of the year. The funding for these was therefore held over and will be used, together with the 1990 ASLLP grant, for a higher level of inservice activity - 6 days' for every LOTE teacher in 1990.

Primary LOTE Officer

A fourth project identified in the Ministry's ASLLP submissions is the employment of a Primary LOTE officer. This occurred in mid 1989, with the appointment of one of the people from the team writing the junior secondary syllabi. She will be responsible for implementing the Bilingual/Immersion project and for professional development activities (liaison, policy development, evaluation of materials etc.) It is expected that she will be involved cooperatively with the Catholic Education Office in the provision of professional development activities.

Aboriginal LOTE Programs

The fifth project identified from the outset in the Ministry's ASLLP submission is the Curriculum Framework for Aboriginal Languages. The project has evolved significantly from its original focus on the development of bilingual and maintenance models for teaching aboriginal languages towards a focus on language learning and language enrichment programs. This is because it became clear that the target student population had little or no command of their communities' languages.

In view of the large number of languages and the diverse teaching situations involved, the project will develop an ALL-based curriculum framework and team-teaching approach to Aboriginal language education, together with non-language specific resources and support to teams writing specific language materials. The project writer, who is based in Broome, was seconded from the Catholic Education Office. The project complements the work of the Ministry's Aboriginal

Studies Team. While there is no formal link between this project and other similar projects (the Northern Territory's Commonwealth-funded Pitjantjatjara project or the ASLLP-funded Goondiyandi/Kriol project under the aegis of the Association of Independent Schools of WA), there appears to be a good flow of information locally among the people involved. The Ministry's project appears to have been well thought through and, once underway could have the makings of a National Element project.

District Grants

The final ASLLP Project of the Ministry was first put forward for funding in 1990. In line with Ministry policy of de-centralization, it aims to encourage Districts to implement LOTE initiatives through the use of seeding grants to District Offices. Guidelines for the use of the grants will be established and Districts will be required to make a continuing commitment to LOTE from their own budget in subsequent yea:

In summary, the Ministry's ASLLP funding to date has resulted in the production of a post compulsory syllabus in Japanese and the development of an ALL-based program for inservicing teachers in the use of new lower secondary syllabi in French, German, Italian and Japanese. A Primary LOTE Officer has been in place for several months, and plans are in hand to begin work in 1990 on the production of post-compulsory syllabi in French, German and Italian, on the establishment of bilingual programs in two schools, the production of an aboriginal curriculum framework and the delayed implementation of teacher inservice workshops.

LANGUAGES AND YEAR LEVELS SUPPORTED

The Ministry's projects, when completed, will support junior secondary programs in French, German, Italian and Japanese and post-compulsory teaching in Japanese, French, German and Italian. Aboriginal languages at all levels will be supported. Primary LOTE teaching will also be supported, although specific languages and year levels are not yet known.

RELATED ACTIVITIES

The Ministry is collaborating with Queensland on the National Japanese Curriculum project funded by the ASC. As noted in the discussion of individual projects, there is a certain amount of intersystemic activity in the state, notably in the teacher development area, although there have been some obstacles to funding these.

EVALUATION AND DISSEMINATION

To date, no evaluations have been carried out, no doubt because it is too soon to do so, as most of the projects' achievements lie before them. The significant redesigning of the Aboriginal language project, and, to a lesser extent, the Bilingual/Immersion project, have involved a sort of formative evaluation of the original project design.

SUCCESSES AND CONCERNS

The Ministry officers responsible for the ASLLP projects are generally pleased with the level of integration they have achieved with the Ministry's LOTE policy and Implementation Plan, although they regret that some projects haven't gone as far as they had hoped because of industrial action. Without ASLLP funding, they report, the central LOTE project team would never have been established, and they consider that it will go once funding ceases. Indeed, they believe that the fact that LOTE is priority in the Western Australian state system is closely related to the availability of substantial funding through ASLLP. The system has, in particular, had positive benefit from the ALL Project.

RELATION TO ASLLP OBJECTIVES

The Western Australian Ministry's ASLLP Projects, once they are all underway, have the potential of achieving several of the Program's aims, especially those relating to the promotion of commonalty of curriculum frameworks and methodology and, through the post-compulsory syllabi, the improvement of Year 12 language enrolments.

PERSONS INTERVIEWED

Gisela Birch - Consultant, LOTE, Curriculum Policy Branch
Pam Moss - LOTE Project Leader, Curriculum Programs Branch
Justin Overman - Acting Senior Curriculum Officer, Curriculum Programs Branch

Italian has traditionally been the most commonly taught LOTE in Catholic schools in Western Australia, and the system has a continuing history of attracting students of non-English speaking background and more recently, overseas students. ASLLP funding has been instrumental in enabling the Catholic sector to broaden it language offerings.

ASLLP GRANTS

The Catholic Education Office has received $236,000 in ASLLP funding. Of that, a proportion has gone to central projects or to administration costs associated with the program, while the preponderance has gone to grants to schools.

WA CATHOLIC EDUCATION OFFICE DETAILS OF GRANTS

PROJECT	1988	1989	1990
Administration	$2,000	$2,000	$3,100
Curriculum development	$1,210	-	-
Teacher development	-	$7,800	$20,000
School grants	$50,790	$71,200	$67,900
TOTALS	**$54,000**	**$91,000**	**$91,000**

ADMINISTRATION

ASLLP funds have been centrally administered by two consultants based in the Catholic Education Office. They have been instrumental in assisting schools to frame their submissions and in ensuring the success of certain of the school-based projects, as well as in organizing the central curriculum and teacher development activities. The system has set its own priorities within the guidelines issued by DEET. These have included the introduction of Asian languages at primary level and the development of cluster schools.

DESCRIPTION OF PROJECTS

Curriculum and Teacher Development
These central projects funded under ASLLP have included:

- teacher release to rewrite the state's secondary Italian syllabus, in workshops run jointly with the Ministry of Education;

- inservice programs for teachers of primary Japanese and Mandarin;
- an inservice program offered by 67 secondary teachers, focussing on the ALL Project, run jointly with the Association of Independent Schools;
- inservice on the new secondary French, Italian and Japanese syllabuses (jointly with the Ministry).

It should be noted that the secondary LOTE syllabuses are ALL-related in that the syllabuses conform to the *ALL Guidelines*.

School-based Projects

School-based projects were diverse. At primary level, ASLLP funds have mainly been used to support the establishment of Japanese or Mandarin programs in clusters of primary schools (see below), but have also been used to purchase resources to support existing Italian programs. At secondary level, they have been used variously to provide or develop resource materials, employ native-speaker "assistants", undertake feasibility studies, and to develop new senior secondary curriculum units in French and Italian. See the chart at the end of this section for details.

Primary School Clusters

The concept of cluster schooling, whereby a group of geographically proximate schools share the services of a peripatetic teacher, is the model chosen by the Catholic Education Office of Western Australia for the introduction of Asian languages into its primary schools. Seeding grants for teachers' salaries and travel costs and the purchase of resources have been provided through ASLLP funds to four "cells" of primary schools to introduce or extend programs in Japanese or Mandarin Chinese.

PRIMARY SCHOOL CLUSTERS

CELL	SCHOOLS	LOTE	1988	1989	1990
Eastern	6	Mn	Intro Yr.3	extend to Yrs 4-5	extend to Yr 5
Corpus Christi	5	Mn		Yrs 5,6,7	-
Lumen Christi	4	Mn	-	Yr 5	-
Northern	3	Ja	Intro Yr 5	Commence Yr 5	Extend to another yr.

In 1988, the Eastern Cell had 230 students enrolled in the Mandarin Program; figures for the other cells are not available. Total funding to these clusters over the three year period is $93,000. In addition, $3,300 in ASLLP monies was spent in 1989 for the professional development of the teachers concerned.

Initially, cluster schools were not clearly informed that the funding was for a limited term only. However, this is now clear, and almost all the participating schools have undertaken to continue the programs from their own resources once ASLLP funding ceases.. The programs are gradually being extended and work is underway to attempt to provide continuity of study in the language at the catchment secondary schools, even if this may mean children must switch from the Catholic to the government sector.

Support for the programs within the schools and among parents is reportedly enthusiastic, and is considered to be crucial to the success of the clusters.

The program has also benefitted significantly from central office support. CEO LOTE consultants recommended the language to be taught, were involved in the selection of the teachers, organized inservice and materials development sessions, encouraged networking and sharing of materials. They perceive that critical elements in the success of the programs are the high calibre of the teachers; the willingness to commit money to planning and inservice; the use of teacher-mentors to support new teachers and the teachers' willingness to network, through their professional association, and to keep informed of national curriculum development work in their fields. Careful forward planning and costing of the programs also help keep them realistic in scope and aims.

The clusters are not without problems. Size is an issue, but it is considered that overlarge cells can be subdivided as the programs expand. The schools' ability to assume the cost of the program is another issue, as is the currently limited allocation of teaching time. At present, however, the clusters appear to be extremely successful in extending access to LOTE study in the Catholic sector and in diversifying the range of languages on offer, and provide an excellent model of the successful use of ASLLP funding.

LANGUAGES AND YEAR LEVELS SUPPORTED

Figures for the 1988 school-based projects show that 15 primary schools and 1179 primary students benefitted from ASLLP-funded initiatives. At secondary level, the figures were seven schools and 411 students.. Four languages - Italian, French, Japanese and Mandarin Chinese have been supported. Girls are over-represented compared with boys at all levels, partly due to the number of single-sex schools.

LANGUAGE	PRIMARY	SECONDARY	SR. SECONDARY
French	-	√	√
Italian	√	√	√
Japanese	√	√	√
Mandarin	√	-	-

RELATED ACTIVITIES

As indicated above, a number of ASLLP funded initiatives have been undertaken jointly with one or other of the other education systems, and joint projects within the Catholic system have been encouraged. The Catholic Education Office has not sought funding from ASC to support Asian language projects, but has used Commonwealth money from the system's Reserve Fund to support other LOTE clusters. A joint proposal for consultancy services, to be shared with the Independent Schools Association, was not funded.

EVALUATION AND DISSEMINATION

No formal reports or evaluations of the projects were sighted, but the consultants who administer the program were in close contact with recipient schools, especially in the primary clusters, and able to provide detailed information on the strengths and weaknesses of the projects.

SUCCESSES AND CONCERNS

Overall, the Project Officers are enthusiastic about what has been achieved with ASLLP funding. Most of the initiatives thus seeded will, in their view, continue once funding ceases, but some will not be able to. Further funding would enable them to consolidate and refine the cluster programs, expand instructional time and provide further LOTE inservice, for example school-based, whole staff programs to increase school level support for and understanding of LOTE programs.

RELATION TO ASLLP OBJECTIVES

The Catholic Education Office's Projects are clearly meeting those ASLLP objectives relating to the growth, diversification and quality of LOTE programs (#1+3) as well as the sixth objective relating to commonality of practice. The issue of continuity of LOTE education (objective 5) is being addressed by the clusters project, while the remaining two objectives could be seen to be relevant to a few school-

based projects. Additionally, the ASLLP funding has enabled the Catholic system to meet its own priorities for language education.

PERSONS INTERVIEWED

Erica Kalaitzis, Consultant, ESL (Secondary)
Anne Sayers, Consultant, ESL (Primary)

WESTERN AUSTRALIA - CATHOLIC EDUCATION OFFICE - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE			GRANT			COMMENTS
			PRI.	SEC.	1988 $	1989 $	1990 $	
LIWARA	Planning and introduction of program.	Japanese	√					Part of Northern Cluster.
ST. ANTHONY'S (Wanneroo)	Planning and introduction of program.	Japanese	√					Part of Northern Cluster.
OUR LADY OF GOOD COUNCIL	Planning and introduction of program.	Japanese	√					Part of Northern Cluster.
YIDARRA	Extend existing program to lower year levels.	Mandarin	√					Program subsequently discontinued.
MERCY	Purchase and develop resources.	Italian	√					Existing program.
ST. JOACHIM'S	Purchase resources.	Italian	√					Existing program.

WESTERN AUSTRALIA - CATHOLIC EDUCATION OFFICE - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
ST. MARIA GORETTI	Employ teacher to introduce language.	Mandarin	√					Part of Eastern Cluster.
SACRED HEART	Employ teacher to introduce language.	Mandarin	√					Part of Eastern Cluster.
ST. ANTHONY'S (Midvale)	Employ teacher to introduce language.	Mandarin	√					Part of Eastern Cluster.
LOCKRIDGE	Employ teacher to introduce language.	Mandarin	√					Part of Eastern Cluster.
OUR LADY'S ASSUMPTION	Employ teacher to introduce language.	Mandarin	√					Part of Eastern Cluster.
ST. MICHAEL'S	Employ teacher to introduce language.	Mandarin	√					Part of Eastern Cluster.

WESTERN AUSTRALIA - CATHOLIC EDUCATION OFFICE - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
MARY'S MOUNT	Introduce program.	Japanese	√					Teacher employed.
JOHN XXIII	Pilot program.	Italian	√					Resources purchased.
ST. JOSEPH'S	Purchase resources.	Italian	√					Existing program.
AQUINAS COLLEGE	Research and feasibility study.	N/A		√				
NEWMAN COLLEGE	Employ native speaker assistants.	French		√				
ST. BRIGID'S COLLEGE	Purchase and development of resources.	French Italian		√				

WESTERN AUSTRALIA - CATHOLIC EDUCATION OFFICE - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
SACRED HEART COLLEGE	Teacher development workshops.	N/A		√				
IONA PRESENTATION COLLEGE	Purchase equipment for resource development.	Japanese		√				Bought Japanese script typewriter.
ST. LUKE'S	Curriculum development.	French Italian		√				Senior secondary.
ST. EDWARD'S	Re-introduce program.	Italian		√				Teacher salary and resource purchase.

Western Australia
Association of Independent Schools

The independent school sector in Western Australia covers a wide range of schools, from metropolitan grammar schools to rural aboriginal schools. The sector accounts for about 9% of the state's enrolments and is increasing its share of the market.

ASLLP GRANTS

The Association of Independent Schools has received a total of $101,000 in ASLLP funding for non-Catholic, non-government schools in the period 1987/88-1990, distributed as follows:

ASSOCIATION OF INDEPENDENT SCHOOLS OF WA
DETAILS OF GRANTS

PROJECT	1988	1989	1990
Administration	-	$1,950	$1,950
Teacher Development	-	$2,000	-
School Grants	$23,000	$35,050	$37,050
TOTALS	**$23,000**	**$39,000**	**$39,000**

With one exception, all these funds have been used for school-based projects.

ADMINISTRATION

The AISWA invited submissions from member schools and set up a committee to recommend grants. The committee did not set any priorities for the types of projects to be funded, but rather operated to the ASLLP criteria, with the additional determination to fund only those proposals which were likely to provide benefit to other groups of students in years to come. Thus ASLLP monies were not generally used for recurrent costs, such as salaries or for "one-off" activities, but were directed rather towards seeding new endeavors and enriching existing programs.

DESCRIPTION OF PROJECTS

School-based Projects
These very diverse projects are listed in the chart at the end of this section. Some examples of projects funded include:

- the purchase of resource and reference materials;

- employing native-speaker "assistants" to provide additional oral work for senior school students;
- assistance with costs to establish electronic communication links with French-speaking countries;
- establishment grants for the introduction of community language programs;
- development of alternative Year 12 courses for students intending to work in the tourism and hospitality industries;
- supporting a desk top publishing venture to produce simple reading materials.

Professional Development

AISWA used some of its 1989 funding for a joint project with the Catholic Education Office which provided professional development activities related to the ALL Project. Another joint proposal for the appointment of a LOTE consultant was refused funding by Canberra, with the expectation that a Ministry-run ASLLP funded project would provide the requisite professional development activities instead, a decision which seems to have created some confusion and potential difficulties.

LANGUAGES AND YEAR LEVELS SUPPORTED

The range of languages supported included Arabic, Dutch, Goondiyandi and Kriol as well as the more traditional European and Asian languages. Year levels serviced ranged from pre-school (Montessori) to senior secondary.

LANGUAGE	PRIMARY	SECONDARY	SR. SECONDARY
Arabic	√	-	-
Chinese	-	-	-
Dutch	-	√	-
French	√	√	√
German	√	-	√
Goondiyandi	√	-	-
Indonesian	√	√	-
Italian		-	-
Japanese	-	√	√
Kriol	√	-	-

RELATED ACTIVITIES

No information was available about projects funded from other sources.

EVALUATION AND DISSEMINATION

Monitoring and evaluation of the projects has been left entirely in the hands of the recipient schools, which have provided written reports on their 1989 projects. The Association intends to use its Bulletin to disseminate information about the projects, and especially about materials developed with ASLLP funding, to its member schools. Apart from this, and from the work of the committee established to allocate grants, there has been no other "central" coordination or oversight of ASLLP in the independent sector.

SUCCESSES AND CONCERNS

Overall, it is felt that the ASLLP program has had a positive impact on independent schools in Western Australia in that it has extended the range in provision of languages and increased the number of children studying a LOTE.

RELATION TO ASLLP OBJECTIVES

With respect to the stated objectives of the ASLLP program, it can therefore be assumed that the independent school sector in Western Australia is consciously and successfully addressing the first objective and, through the provision of enrichment funding, the third objective as well. Several of the remaining objectives are addressed by individual projects (the development of alternative Year 12 courses in fact seeks to extend the second objective; the teacher development project, based on ALL recognized the final objective).

PERSON INTERVIEWED
Ian Fraser, Executive Officer, AISWA

WESTERN AUSTRALIA - ASSOCIATION OF INDEPENDENT SCHOOLS - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
PERTH COLLEGE	Introduction of alternative post compulsory courses in 2 LOTEs.	French German		√	4000	N/A	1500	Tourist/hospitality industry focus.
MUSLIM COMMUNITY SCHOOL	Development of program for all primary students	Arabic	√		3000	4500	3480	Contributed part salary to employ teacher and buy resources to phase in program.
MONTESSORI CHILDREN'S CENTRE	Introduce and develop program.	Indonesian	√		2012	3000	1450	Employed teacher, further developed program; resources, staff development; excursions.
METHODIST LADIES' COLLEGE #1	Develop alternative senior secondary course.	French		√	4000	-		ALL-based, materials writing.
METHODIST LADIES' COLLEGE #2	Employ native assistants.	French German Japanese		√	1600	1760		
JOHN CALVIN SENIOR HIGH SCHOOL	Introduce LOTE 8-10.	Dutch		√	3266	1600	3140	Salary and materials to phase in program.
HELENA COLLEGE	Enrichment and extension of program.	Indonesian	√	√	900	2635	N/A	Formed angklung orchestra, then extended program to lower primary.

WESTERN AUSTRALIA - ASSOCIATION OF INDEPENDENT SCHOOLS - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT 1988 $	GRANT 1989 $	GRANT 1990 $	COMMENTS
ANGLICAN COMMUNITY SCHOOL OF ST. MARK #1	Introduce new LOTE.	Japanese		√	4289	4610	6081	Purchase of equipment, resources and texts.
ANGLICAN COMMUNITY SCHOOL OF ST. MARK #2	Extend existing LOTE to upper school.	French						Purchase of equipment, resources and texts, salary for assistant.
ANGLICAN COMMUNITY SCHOOL OF ST. MARK #3	Employ native assistant (French).	French		√	4222			Salary for assistant.
BUNBURY CATHEDRAL GRAMMAR SCHOOL	Introduce LOTE.	Japanese			N/A	10000	N/A	
PERTH WALDORF SCHOOL	Introduce 2 LOTEs.	French Chinese			N/A	5005	5950	First French, then Chinese.
BEEHIVE MONTESSORI	Extend Community Language program.	Italian	√		N/A	1940	2700	Whole school, salary plus resources.
CHRIST CHURCH GRAMMAR SCHOOL	Primary program enrichment.	French	√		N/A	N/A	1200	Electronic communication with overseas countries.

WESTERN AUSTRALIA - ASSOCIATION OF INDEPENDENT SCHOOLS - SCHOOL BASED PROJECTS

SCHOOL	SUMMARY OF PROJECT	LANGUAGE	PRI.	SEC.	GRANT			COMMENTS
					1988 $	1989 $	1990 $	
NORTHERN DISTRICTS CHRISTIAN COLLEGE	Support and extend program to Year 11.	French	√	√	N/A	N/A	5230	Purchase resources.
PIONEER VILLAGE SCHOOL	Desk top publishing of LOTE materials.	Indonesian French German Italian	√		N/A	N/A	1330	Resources to produce stories, rhymes etc.
YIYILI ABORIGINAL COMMUNITY SCHOOL	Language maintenance for all students.	Goondiyandi Kriol			N/A	N/A	5000	Purchase and develop materials.